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ABSTRACT

This curriculum guide was developed in British Columbia for four purposes: (1) to define a contemporary perspective on employment preparation education; (2) to present an array of learning topics, with sample tasks and resources for instruction; (3) to present a flexible structure for course design; and (4) to provide administrators, coordinators, and instructors with a framework and terminology that will enable them to coordinate and articulate courses and to define curriculum development needs. The curriculum focuses solely on personal problem-solving and employment preparation skills. The curriculum guide is organized in six parts. The first part explains the purpose of the guide and scope of the curriculum, while the second part focuses on curriculum design. Parts III and IV present sample employment readiness skills units and life skills units. In the fifth unit, approaches to learning and instruction of adults are discussed. The final unit lists selected resources, including instructional resources in print and audiovisual formats, tests and inventories, periodicals, professional references, and publishers' addresses. (KC)

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PART I

USING THE CURRICULUM GUIDE

PURPOSES OF THE GUIDE

This guide has four specific purposes.

The first is to define a contemporary perspective on employment preparation education. Although intended primarily for ABE programs, the guide is designed to be useful in other program areas as well.

The second purpose is to present an array of learning topics, with sample tasks and resources for instruction. Instructors and course designers may select from this array when planning specific courses or units, making local adaptations to student goals, instructor preferences, and local resources.

The third purpose is to present a flexible structure for course design, which can accommodate:

* selection and adaptation of employment preparation curriculum appropriate to the interests and needs of adults, including specific groups such as women, natives, special needs people, immigrants, the disadvantaged, and young adults;

* organization of employment preparation topics into manageable units of study for instruction and evaluation;

* learning individually or in a group;

* on-campus instruction, outreach classes, or distance learning;

* potential for use with various resources.

The fourth purpose is to provide administrators, coordinators, and instructors with a framework and terminology that will assist them to:

- co-ordinate courses within an institution;
- articulate course outcomes among institutions in the province;
- collaborate with government and social agencies in the development and offering of courses;
- define curriculum development needs.

It is not the purpose of this guide to articulate course titles, levels, or standards, but rather to provide a basic resource for those who may become involved in such a process.

SCOPE OF THE CURRICULUM

Two distinct sets of skills are necessary to be successful in employment activities: a) vocational, technical, or career training, and b) personal problem-solving and employment preparation skills. This curriculum focuses solely on the development of the second set of these skills.

Adults with inadequate communication and problem-solving behaviours and employment preparation skills remain economically disadvantaged, lacking the self-confidence and ability to acquire or use technical/vocational/career skills. Every life situation requires an appropriate combination of basic and complex life skills, i.e. generic skills which are not specific to any one content area. A repertoire of life skills is required for the management of personal affairs which in turn enables an individual to find and keep a job. In addition to generic life skills, adult learners need employment readiness skills and knowledge to be competitive in current and future labour markets.

This curriculum is intended for adult learners who have been unsuccessful or are likely to be unsuccessful in seeking and maintaining employment because of inadequate:

- life skills, i.e. self-awareness, human relations and problem-solving skills required for appropriate and responsible personal affairs management;

- employment readiness skills, i.e. understanding of the world of work, job search skills, and knowledge of personal abilities and potential.

Current titles of courses which address some aspects of these topics include:

Basic Job Readiness Training
Employment Orientation for Women
Planning Your Future
Employment Alternatives for Women
Basic Employment Skills Training
Career and Job Preparation
English for Work
Trades Immersion Program

and many other locally developed and named courses.

The primary approach of this guide is to define a curriculum for a wide clientele of adult learners who want to improve their competence in choosing, finding, and maintaining employment in the paid or unpaid labour force.

Thus, current course titles have not been referred to in this guide. Instead, the instructional units and learning tasks have been selected and designed to provide the 'building blocks' for courses and programs appropriate to the goals of this employment preparation curriculum:

* Life Skills of human relations and problem solving;

* Employment Readiness Skills of planning for work, finding work, succeeding at work.

OVERVIEW OF CURRICULUM AIM, LEARNER GOALS, AND UNITS

The curriculum aim, learner goals and sample units were established by the curriculum development team on the basis of:

* a survey of the current state and future needs in employment preparation (summarized as 'Perspective on Employment Preparation' in Part II of this guide);

* direction from a field-based and agency-based provincial advisory committee;

* current trends in employment preparation education.

The instructional units are categorized according to curriculum goals, i.e. Life Skills of human relations and problem solving; Employment Readiness Skills of preparing for work, finding work, succeeding at work.

Part II of this guide recommends ways in which the instructional units may be selected and grouped in order to meet local curriculum and learner goals.

Learning tasks and resources are outlined for each unit and are presented in detail in Parts III and IV of the guide. It is emphasized that these are sample instructional units. Instructors and institutions are encouraged to develop other units that would fit the general framework of this curriculum guide.

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The relationship of aim, goals, units, tasks, and resources is shown by this chart.

THE CURRICULUM AIM

is achieved by providing adults with

CURRICULUM GOALS

that may be broadly categorized as

Life Skills of Human Relations and Problem Solving	Employment Readiness Skills of Preparing for Work, Finding Work, Succeeding at Work

The curriculum is divided into
corresponding sets of

UNITS

that in turn are classed as

Life Skills	Employment Readiness Skills

For each unit, the curriculum guide identifies

PURPOSE & TOPICS
LIFE SKILLS PREREQUISITES
KEY IDEAS
SAMPLE LEARNING OBJECTIVES & ACTIVITIES
RESOURCES

CURRICULUM AIM

The aim is to help adults attain the necessary life skills and employment readiness skills and knowledge to develop their confidence and ability to prepare for, find, and maintain employment.

CURRICULUM GOALS

The goals presented in this section have equal importance for curriculum planning. However, the relative emphasis on each goal will vary between courses, depending on the needs of learners.

Life Skills: To acquire the competence in human relations and problem solving skills to successfully manage personal affairs in daily life in preparation for employment.

Employment Readiness Skills: To acquire the knowledge and competence in skills required to prepare for work, find work, and maintain employment.

PART II

CURRICULUM DESIGN

PERSPECTIVES ON EMPLOYMENT PREPARATION

Institutions throughout British Columbia offer instruction in employment preparation in a variety of forms and at a number of levels. Courses are offered at central campuses, at satellite locations, in community centres, and through distance learning. They may be available for both full-time and part-time learners. Courses are often developed for a specific group of learners and may be designed in conjunction with academic or vocational training. Instruction may be by conventional classroom lecture/demonstration methods, by experiential methods, by individualized tutoring, by a self-paced modular method, or by a combination of these and other methods.

The present emphasis of employment preparation instruction is based on one or more of these concepts:

* employment preparation as training in self-awareness, interpersonal skills, problem solving, and management of personal affairs;

* employment preparation as occupational awareness and decision-making;

* employment preparation as job search skills training;

* employment preparation as pre-training for non-traditional training or employment.

While a review of course offerings in employment preparation revealed this diversity, it also discovered a need for definition and clarification of the common ground in the curriculum. A recurrent theme voiced by practitioners and sponsoring agencies was the need for a clearly defined, province-wide curriculum guide that would provide direction in discussions and decisions about course content, standards, and general program articulation and coordination.

In its investigations into the current state and future needs of employment preparation instruction, the curriculum development team was able to draw on the experience and advice of practitioners. A broadly based advisory committee included representatives from colleges, the Ministry of Human Resources, the Canada Employment and Immigration Commission, and both the Post-Secondary and Schools departments of the Ministry of Education. The advisory committee provided project guidelines and reviewed major drafts.

Common to these discussions were several familiar curricular questions:

- what should be the aim of employment preparation instruction?
- what use is employment preparation to the adult learner?
- what topics should be included in an adult employment preparation curriculum?
- what is the most useful way to array these topics in a curriculum guide?

Summarized below are the broad answers to these questions, as the curriculum development team interpreted them.

What should be the aim of employment preparation instruction?

A broad statement of aim can help set the overall direction of a curriculum revision effort. While it is a general statement, this aim is built around three key phrases: the life skills and employment readiness skills and knowledge required to prepare for, find, and maintain employment. The aim of the instruction is as follows:

"to help adults attain the necessary life skills and employment readiness skills and knowledge to develop their confidence and ability to prepare for, find, and maintain employment."

What use is employment preparation to the adult learner?

The value of any new learning (or refreshing the memory of past learning and experience) in an adult education context is capable of almost infinite, and very individual, variation. A group of 30 adult learners could readily attest to well over 30 different uses that employment preparation might have for them. Yet a curriculum developer seeks to categorize these actual or potential uses in some way to guide curriculum design. If the design and content directly reflect adult learning needs, then the resulting curriculum will likely display the characteristics of adult interest, relevance, practicality, challenge, and flexibility.

The approach taken in several current provincial curriculum development projects (including the ABE English and Communications Curriculum Guide, the ABE Science Curriculum Guide, the ABE Math Curriculum Guide, and the (ESL) English for Work guide) once again proved to be a useful organizer. The approach is outlined in a working paper on curriculum development in ABE (B.C. Ministry of Education, 1983), which analyzes adult learning needs in the context of six societal roles.

The roles defined for the purpose of curriculum development and design are citizen, community member, consumer, family member, learner, and worker. In each of these life roles, adults continually face a range of developmental tasks, often looking to the education systems for learning opportunities. Their expressed learning needs reflect not only their own interests, but also the changing expectations of society.

The role of learner is particularly critical. It may serve as an adjunct to one of the other roles; moreover, it may also set the context for an individual's fundamental desire for personal growth and intellectual development, independent of other social role expectations.

For the purposes of this curriculum guide, it was found practical to consolidate the learner needs into two categories. Within each category, adult learners acquire skills and knowledge to prepare for the societal role of worker and for personal use in the ongoing roles of citizen, community member, consumer, family member, and lifelong learner.

Life Skills: Acquire the competence in human relations and problem solving skills to successfully manage personal affairs in daily life in preparation for employment.

Employment Readiness Skills: Acquire the knowledge and the competence in pre-employment skills required to prepare for work, find work, and maintain employment.

These two goals provided a key dimension in the structuring of the units and learning tasks subsequently selected for inclusion in this draft of the guide.

What topics should be included in an adult employment preparation curriculum?

Curriculum development work done in British Columbia and Saskatchewan, as well as a series of federal government studies and several foreign studies, provided a rich base of information on potential employment preparation content and ways it might be organized. It was generally acknowledged that employment preparation curricula should include instruction in generic life skills and in the application of those skills to the tasks of preparing for, finding, and maintaining employment. Topics focussing on understanding the world of work and job search strategies should be addressed.

Within B.C., a group of practitioners (V.C.C.,1979) identified the life skills and knowledge of the working world required by adult learners to prepare for employment. In addition, various practitioners have identified very specific employment preparation and life skills needs of particular groups of adult learners (women, natives, single parents on social assistance, immigrants, young adults, over 40's, handicapped, inmates) and incorporated these needs into locally-developed courses.

A major Saskatchewan ABE project (Saskatchewan Continuing Education, 1982) identified and organized employment preparation objectives into a curriculum guide.

In a series of federal government studies, Arthur Smith (1978) sought to define those generic skills that were the common requirements of occupations in Canada. Mullen (1981) discussed the needs for life skills and developed a conceptual framework for life skills programs, which provided a basis for Smith's (1982) proposed taxonomy of life skills.

PLACE (CEIC, 1980), a tool to assess and develop employment readiness, described a set of employability factors. Mills (1982) identified 'placeability skills', i.e., job seeking procedures and communications skills required to obtain employment, and presented a detailed curriculum using the Job Finding Club model.

Three foreign studies considered requirements for employability in the work world of the future. An Illinois State Board of Education report (Illinois Department of Adult, Vocational, and Technical Education, 1978) focussed on occupational survival skills. Kazanos (1978) reported on affective work competencies (i.e., work attitudes, values, and habits) and affirmed their growing value in the increasingly automated and competitive workplace. A British study (Further Education Curriculum Review and Development Unit, 1982) proposed a model of common core skills of vocational preparation and affirmed the need for young adults to acquire employment preparation and generic life skills in addition to academic skills and specific vocational skills.

The California Adult Student Assessment System (1982) project identified core life skills competencies for ABE and ESL students.

From this range of material, topics of study were identified for the guide. The resulting units, subsequently expanded into sample learning objectives and activities, are summarized on page 10 and provided in detail in Parts III and IV of this guide.

What is the most useful way to array these topics in a curriculum guide?

The major decision made in response especially to requests from the field for scope and flexibility, was to adopt a 'building blocks' approach to curriculum design. The topics and specific learning tasks were categorized, first, according to goal, and then according to units. This organizing framework and a useful overview of the whole curriculum guide are presented in graphic form on page 8.

It is the aim of this guide to recognize and respond to the variety of adult employment preparation needs and to provide an adaptable model for use in the changing Canadian and world society of the 1980's.

DESIGN OF PROGRAMS AND COURSES

This section outlines an approach to the design of programs and courses that may be a useful point of departure for instructors or departments as they review their employment preparation curricula. First, some terms commonly used (and frequently confused) in curriculum planning are defined. Then a simplified program design model is presented and explained. The section is followed by a number of representative course designs.

Definitions

The following definitions are largely derived from Pratt (1980), and Good (1973). Practitioners seeking further professional background knowledge and specific procedures for curriculum design and development will find David Pratt's basic text a rich source of ideas.

Design: a deliberate process of devising, planning, and selecting the elements, techniques, and procedures that constitute some object or endeavor.

Curriculum: an organized set of formal educational intentions.

Program: a set of courses designed to meet the stated aim of a curriculum.

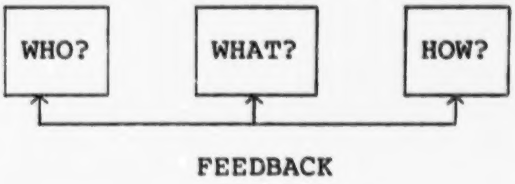
Course: a set of topics that have been determined to meet the goals of learners.

Topic: a major subdivision of a course for the purpose of integrated study; synonym for a unit of study, or a theme.

Learning Task: a description of what a person should be able to do as a result of learning; synonym for learning objective.

A Simplified Program Design Model

The following model of program (or course) design is presented as one approach that a department, or even an individual instructor, might adopt to work through the steps of the planning process. It consists of four steps:



Step 1: WHO?

Establish who is going to receive instruction and who is going to provide instruction.

1.1 Who are the learners? Consider information such as the following:

- * Age range, sex distribution, and cultural background of the learners -- note any predominant groups.
- * Career expectations. What are learner's career goals? Will they change?
- * Motivation factors. Why has each learner enrolled? What type of sponsorship or financial assistance has been made available?
- * Life situation. What are the learner's family responsibilities?
- * Special needs. Note special needs such as transportation, daycare, physical.

- Further training and employment opportunities.
- Preferred learning styles of students.
- Previous experience of learners, including any type of learning endeavors. What is each learner's work history, current employment status, vocational/technical preparation?

1.2 Who will provide instruction? Consider information such as the following:

- Background and experience of instructors in employment preparation teaching.
- Preferred teaching methods and styles of instructors.
- Background and experience of instructors in adult education.
- Potential for using other human resources, such as aides, volunteers, employers, community service workers, vocational and academic instructors, career counsellors.

Step 2: WHAT?

2.1 Establish the aim of the employment preparation program and the dominant learner goals. Any modifications and departures from those articulated in the curriculum guide should be noted and a consensus established among those providing instruction. E.g., an employment preparation program may be designed in conjunction with an academic, trades, computer literacy, or other program.

2.2 Determine what selections of units best meet the goals of learners and what is the best way to organize these units into courses.

Step 3: HOW?

Establish how the courses are to be offered, considering key variables such as the following:

- Location, time, and cost;
- Class size, or learner-instructor ratio;
- Delivery method;
- Learning resources;
- Professional resources;
- Student work experience placement;
- Assessment of student progress;
- Course completion or certification criteria;
- Instructor evaluation;
- Course and program evaluation;
- Curriculum revision process.

The process of program and course design is a critical element in the effective delivery of adult basic education. Time and resources invested in that planning process, however, frequently provide a worthwhile rate of return, even in the short term.

Step 4: FEEDBACK

Establish a system to continuously monitor key aspects of the program, such as the following:

- Needs of learners and how they are being met;
- Reliability and validity of the student placement procedure;
- Success of completing students in the work force or in vocational/technical training;
- Program attrition and attendance rates;
- Student adherrence to planned career activities;
- Participant confidence levels;
- Potential and actual performance of instructors;

- Relevance of curriculum topics;
- Effective use of all instructional resources.

There are many ways that the sample units developed for this guide might be combined into courses for groups of students, or even for individuals. Employment preparation units may be combined with units from other curriculum guides, e.g. ABE English, Math, and Science units, or with especially designed courses, e.g. introductory office computer training, trades and technology training. It is expected that institutions may modify and add to the range of units that has been presented.

Stating Learning Objectives

From a large number of potential topics and objectives, the course designers must select and arrange those most appropriate and essential for the particular program goal. Well-formed learning objectives establish a useful mechanism for improving both instruction and evaluation. Course designers can clarify their descriptions of learning outcomes by writing objectives which specify:

- who is to demonstrate the outcome;
- an observable behaviour or product of behaviour;
- the conditions and standards of performance.

Each sample unit in Parts III and IV of this Guide identifies a range of general learning objectives. In addition, some units give examples of detailed behavioural lerning outcomes developed from one of the general objectives.

REPRESENTATIVE COURSE DESIGNS

Decisions regarding the number, type, duration, and organization of units for a course will probably be institutional ones.

Employment Preparation courses are often designed to meet the needs of a particular group of adult learners, e.g. natives, women, immigrants, special needs adults, young adults, single parents, social assistance clients, inmates, unemployed professionals. Such courses allow for the consideration of special needs. In addition, Employment Preparation courses may be designed to meet particular employment-related goals, e.g. to participate in work experience, to prepare for non-traditional employment, to prepare for work in the hospitality industry.

For different target groups the length of time required to acquire skills will vary, e.g. a one day workshop on Preparing a Personal Information Package might suit unemployed professionals; a four week course including several Life Skills and Employment Readiness units might be appropriate for adults who lack a good work history. In order to achieve the objectives of many of the Employment Readiness Skills units, adult learners must first acquire the subordinate life skills.

Units may be arranged and taught:

- in a sequence, as distinct topics;
- in an integrated format, several topics together over a period of time.

Sequencing of the units will depend not only on the needs and interests of the group, but also on the amount of practice required and the frequency of occurrence of the target skills.

The following samples may be of help to instructors.

Employment Preparation Life Skills Course

This 7 week course is designed:

* for adults with low self-esteem and inadequate job related behaviours and skills for managing personal affairs;
* as preparation for academic upgrading, job training, or employment;
* to concentrate on acquiring basic life skills and using them to develop self-confidence and employment readiness skills.

Life Skills Units

Basic Communication Skills
Maintaining Personal Health
Critical Thinking Skills
Using Community Resources
Problem Solving Skills

Employment Readiness Skills Units

Finding Out About Work
Self-Assessment
Preparing a Personal Information Package
Strategies to Manage Personal Affairs
Making Contacts and Locating Work Opportunities
Interviewing
Starting Work/Work Experience
Developing a Personal Work Plan

Weeks 1 - 3

a.m.

Finding Out About Work

Personal Information Package

Basic Communication

Using Community Resources

p.m.

Critical Thinking

Personal Health

Self Assessment

Weeks 4 - 5

a.m.

Strategies to Manage Personal Affairs

Making Contacts

p.m.

Interviewing

Problem Solving

Weeks 6 - 7

Starting Work/ Work Experience

Self Assessment

Work Plan

Re-entry Employment Preparation

This four week course is designed:

- for workers who have been laid off or have taken time out of the labour force;
- for adults who have already achieved competency in basic communication and day-to-day problem solving skills;
- to be offered in conjunction with academic, vocational, or computer literacy training;
- as preparation for employment.

Employment Readiness Skills Units

Moving On
Finding Out About Work
Self-Assessment
Strategies to Manage Personal Affairs
Developing a Personal Work Plan
Preparing a Personal Information Package
Making Contacts and Locating Work Opportunities
Follow-up and Maintaining the Job Search
Interviewing

Week 1

Moving On

Finding Out About Work

Self Assessment

Week 2

Strategies to Manage Personal Affairs

Personal Work Plan

Personal Information Package

Week 3 - 4

Interviewing

Making Contacts

Maintaining the Job Search

Preparation for Non-traditional Employment

This 12 week course is designed:

- for women;
- to include hands-on trades and technical experiences;
- to develop self-confidence, awareness, & pre-employment skills for non-traditional occupations.

Life Skills Units

Maintaining Personal Health
Basic Communication Skills
Conflict Resolution and Assertiveness Skills
Problem Solving Skills

Employment Readiness Skills Units

Self Assessment
Finding Out About Work
Strategies to Manage Personal Affairs
Making Contacts and Locating Work Opportunities
Interviewing
Starting Work/Work Experience
Developing a Personal Work Plan

Weeks 1 - 6

a.m.

Self Assessment

- Basic Communication
- Strategies to Manage Personal Affairs
- Conflict Resolution & Assertiveness Skills

p.m.

Maintaining Personal Health

- Finding Out About Work
- Making Contacts
- Interviewing

Weeks 7 - 12

a.m.

p.m.

Starting Work /Work Experience

Problem Solving Skills

Personal Work Plan

Special Needs Employment Preparation

This three week course is designed:

- for disabled adults who have marketable skills;
- as preparation for employment.

Life Skills Units

Problem Solving Skills
Conflict Resolution & Assertiveness Skills

Employment Readiness Skills Units

Finding Out About Work
Strategies to Manage Personal Affairs
Developing a Personal Work Plan
Preparing a Personal Information Package
Making Contacts and Locating Work Opportunities
Interviewing
Follow-up and Maintaining the Job Search
Starting Work
Moving On

Week 1

a.m.
- Finding Out About Work
- Developing a Personal Work Plan

p.m.
- Strategies to Manage Personal Affairs
- Problem Solving Skills

Week 2

a.m.
- Preparing A Personal Information Package
- Interviewing

p.m.
- Making Contacts and Locating Work Opportunities
- Conflict Resolution and Assertiveness Skills

Week 3

a.m.
- Starting Work
- Moving On

p.m.
- Making Contacts
- Maintaining the Job Search

PART III

EMPLOYMENT READINESS SKILLS UNITS

DEFINITION, EXPLANATION, AND INDEX OF UNITS

Definition

Employment Readiness Skills units include career planning, job search, and job maintenance topics.

Explanation

Each sample unit contains information listed under these headings:

Purpose,
Topics,
Prerequisites,
Key Ideas,
Sample Learning Objectives,
Sample Learning Activities,
Resources.

Instructors are encouraged to determine the selection and organization of objectives and activities according to the goals and needs of the learners.

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2. Finding Out About Work 49

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4. Interviewing 71

5. Making Contacts and Locating Work Opportunities 79

6. Moving On 89

7. Preparing a Personal Information Package 99

8. Self Assessment 107

9. Starting Work/Work Experience 119

10. Strategies to Manage Personal Affairs 129

Developing A Personal Work Plan

DEVELOPING A PERSONAL WORK PLAN

Purpose

This unit focuses on making occupational choices and translating personal goals into action plans.

Topics

Occupational Decision Making
Goal Setting
Action Plans

Prerequisites

Knowledge of personal health requirements.
Competency in basic communication skills, critical thinking skills, and using community resources.
Knowledge of conflict resolution and assertiveness skills.
Knowledge of problem solving skills.

Key Ideas

* Making a realistic career choice involves selecting a compatible occupation and being aware of future employment trends and the need to be flexible.

* Adults will likely need to make several career choices in their lifetimes as changes occur in the economy and the work place.

* Many small decisions go into making a career decision.

* Once a decision is made, goals and plans must be developed to translate the decision into action.

* Success in achieving goals is more likely if guidelines for good planning are followed. Small steps and short-term successes motivate adults to accomplish long-term goals.

* Any change involves risk. The amount of risk varies with situation and personality.

* Long-term goals will change and evolve as plans are put into action and evaluated.

Sample Learning Objectives

1. Identify and describe personal career options:

e.g.
- The student will, given an occupational classification system, select the job clusters which most closely match personal interest and skill patterns.
- Using a computer-based career information system or occupational interest inventory, the student will list at least five occupations of personal interest.
- For each occupation of personal interest, the student will identify, using fact-finding interviews and career resource materials: amount of training required; current wages and benefits; equipment required; typical work tasks; potential local employers; potential advancement on the job; working conditions.
- The student will name at least two occupations which could be entered immediately and two occupations which require further preparation or training.

2. Make an occupational choice which is consistent with criteria of personal traits, preferences, and needs.

3. Identify short-term goals which permit the achievement of long-term personal goals.

4. Construct a personal action plan to achieve short-term career goals.

5. Implement and evaluate the action plan.

Sample Learning Activities

- Study the Holland or other systems of describing interest and personality patterns and relating them to work environments.

- Compare personal assessment profile to occupational profiles. (See Unit 8 - Self-Assessment)

- List career alternatives:

  * short-term;
  * long-term;
  * idealistic;
  * realistic.

- Prepare a comprehensive description of the alternatives, using:

  * information interviews;
  * career resource information.
    (See Unit 2 - Finding Out About Work)

- List personal criteria for selecting a career:

  * skills;
  * interests;
  * values;
  * work requirements;
  * limitations.

- Use CHOICES or another computerized career information system to make a list of suitable career alternatives.

- Apply personal criteria to each alternative, using tools such as decision making charts or trees, priorizing grids, visualizations, etc.

- For each alternative, research:

  * the likelihood of meeting wants and needs;
  * employment prospects;
  * training prospects;
  * portability.

- Report on the best personal career alternative and state it as a goal.

- Discuss ways to deal with indecision and unrealistic decisions.

- List the short-term goals which must be achieved in order to accomplish a career goal.

- Discuss principles of successful action planning:

  * goals - personal, realistic, observable, short-range, written;
  * steps - small, specific, timed, rewarded.

- List tasks to be done and resources required to accomplish a short-term personal goal.

- Develop a time schedule.

- Tell other people about the plan, e.g. family, friends, social worker.

- Write the action plan in the form of a contract.

- Discuss ways to evaluate success. Create a personal reward system to be used as the plan is carried out.

- Examine risks. List possible positive and negative outcomes.

- Discuss ways to deal with difficulties. Include solutions in the action plan. (See Unit 15 - Problem Solving and Unit 10 - Strategies to Manage Personal Affairs).

- Rehearse action plans by visualization or by role-play.

- Carry out the first steps of the action plan. Report on progress. Adjust the plan if necessary.

Resources

Books

Bolles, Richard N. What Colour Is Your Parachute? 1984 revised and enlarged ed. Berkeley, Calif.: Ten Speed Press, 1978. (Introduction to concept of life/work planning. Good section on skills identification. Many exercises.)

Borchard, David C., and others. Your Career: Choices, Chances, Changes. Edited by Mary Multer Greene. Toronto: Kendall/Hunt, 1980. (Workbook format. Includes sections on doing field surveys and decision making.)

Creating A Career: Career Planning and Job Search Workbook and Instructor's Manual. Prince Albert, Sask.: Training Research and Development Station, Manpower & Immigration, 1974. (Detailed, flexible curriculum.)

Foord, Janis. Career Coach. Vancouver, B.C.: The Sun, 198?. (Easy to read, basic workbook. Self assessment, grooming, goal setting, job hunting, job performance.)

Ford, George A., and Gordon P. Lippitt. Planning Your Future: A Workbook for Personal Goal Setting. La Jolla, Calif.: University Associates, 1972. (Exercises. Written for adults, considers family needs.)

Gelatt, H.B., and others. Decisions and Outcomes. New York: College Entrance Examination Board, 1973.

Gelatt, H.B., and others. Decisions and Outcomes: A Leader's Guide. New York: College Entrance Examination Board, 1973. (Workbook and suggested class activities for secondary school students and adults.)

Jackson, Tom. 28 Days To A Better Job. New York: Hawthorn Books, 1977. (Easy-to-follow, action-oriented approach.)

Loughary, John W., and Theresa M. Ripley. Career and Life Planning Guide. Chicago: Pollet, 1976. (Workbook format. Practical ideas for overcoming problems and making common-sense decisions about work.)

The Moving On Series 1983 - Workbooks & Counsellor's Manuals. Ottawa: Occupational & Career Analysis and Development Branch, Canada Employment and Immigration Commission, 1983. (Modules suitable for group or individual use. Grade 8 reading level. Includes: Moving On To A Career, Moving On To A Job, Moving On by Staying On.)

PLACE: Guided Steps to Employment Readiness. Ottawa: Occupational and Career Analysis and Development, Employment and Immigration Canada, 1980. (Good series of Workbooks, Sourcebooks, Instructor's Manual. Suitable for individual or group use.)

Prep 001: Planning Your Future. 3rd edition. Richmond, B.C.: Open Learning Institute, 1983. (Distance education course on career planning.)

Sholz, Nelle T., and others. How To Decide: A Guide for Women. New York: College Entrance Examination Board, 1975. (Good workbook.)

Films
Videos

The Lady From Grey County NFB & PEMC Colour 26 mins. An historical document showing the wit, courage, and honesty of Canada's first woman MP, Agnes MacPhail.

Opening Doors: Keys to Career Planning CEIC Colour Series of 9, 10-15 mins. each. Deals with basic concepts and motivational aspects of career planning and job search by examining career concerns of family members at a family reunion.

Voyage PEMC Colour Series of 30, 30 mins. each. Series on self-discovery and career planning.

You Pack Your Own Chute MEC Colour 30 mins. Vignettes show how one woman recognized and overcame unrealistic fears.

Tests & Inventories	All resources listed in Unit 8 - Self Assessment.

Finding Out About Work

FINDING OUT ABOUT WORK

Purpose

This unit is designed to raise awareness and develop an understanding of work, including the range of occupations, training opportunities, and work options. The emphasis is on current and predicted labour market conditions.

Topics

Work
The Universe of Occupations
Labour Market Conditions & Trends
Women and Work
Training Opportunities
Employer Expectations
Self-Employment

Prerequisites

Competency in basic communication skills and critical thinking skills.
Knowledge of using community resources.

Key Ideas

* Work, paid or unpaid, meets many human needs.

* Labour market conditions and types of jobs available will continue to be affected by the economy and by technology.

* Certain types of work have been traditional for men or for women. Traditional work may no longer meet men's and women's needs and many traditional jobs are being changed by technology. People need to explore new work options.

* There are many possible occupations in Canada. Occupational classification systems group similar occupations together.

* Training for an occupation may happen through formal education, on-the-job training, life experiences, and part-time learning and may be an on-going part of working.

* Certain work habits and attitudes are necessary to be successful at work.

* Self-employment may be an option for skilled trades people and others with appropriate skills and interests.

Sample Learning Objectives

1. Describe personal reasons for wanting to work.
2. Describe current local labour market conditions.
3. Outline the impact of technology on job opportunities and working conditions.
4. Identify changes in traditional work and employment needs of men and women.
5. Research an occupation, using an occupational classification system.
6. Name several jobs and describe what workers do in them.
7. Identify regional occupational training opportunities.
8. Describe self-employment opportunities and resources.
9. Demonstrate work habits and attitudes required for successful employment or self-employment.

Sample Learning Activities

- List several different kinds of work, paid and unpaid.
- Discuss the meaning of work in different cultures, drawing on personal background or experiences.
- Discuss or debate topics such as:
  * advantages and disadvantages of working;
  * paid vs unpaid work.
- Brainstorm a list of possible reasons to work.
- Arrange for local C.E.I.C., business, and industry resource people to visit the class. Interview them, using fact-finding questions, to find out:
  * labour market demands and surpluses and predicted developments;
  * desirable employee work habits and attitudes.
- Discuss common uses of computers and employment opportunities for those with computer skills.
- Identify tasks which might be handled by a computer.
- Discuss or debate topics such as:
  * traditional work, pink collar and blue collar jobs;
  * reasons why women work;
  * advantages and disadvantages of traditional work for women and men.
- Study the C.C.D.O. or other system of classifying occupations.
- Use career resource materials to gather occupational and training information.
- Research an occupation by interviewing a worker.
- Discuss self-employment. List advantages and disadvantages.

- Invite a self-employed worker as a guest speaker.
- Locate resources available for self-employed people.
- Brainstorm a list of required attitudes and work habits for self-employment. Compare the list with a list of work habits and attitudes desired by employers.

Resources

Books

Anisef, Paul, and Etta Baichman, *What Jobs Pay: A Complete Guide to Careers and Salaries in Canada*. Edmonton, Alberta: Hurtig, 1984. (Comprehensive guide to starting level, working, and top level wages for over 500 occupations.)

Armstrong, Pat, and Hugh Armstrong. *A Working Majority: What Women Must Do For Pay*. Ottawa: Canadian Advisory Council on the Status of Women, 1983.

Bolles, Richard N. *The Three Boxes of Life And How To Get Out Of Them*. Berkeley, Calif.: Ten Speed Press, 1978. (Introduction to concept of life/work planning. Good section on skills identification. Many exercises.)

Bolles, Richard N. *What Colour Is Your Parachute?* 1984 revised and enlarged ed. Berkeley, Calif.: Ten Speed Press, 1984. (Highly regarded book that presents an alternative to traditional job hunting methods for the re-entry worker.)

Borchard, David C., and others. *Your Career: Choices, Chances, Changes*. Edited by Mary Multer Greene. Toronto: Kendall/Hunt, 1980. (Workbook format. Includes sections on doing field surveys and decision making.)

Canadian Classification & Dictionary of Occupations, Volume 1, 1971 and *Revision Booklets (1978-80)* and *CCDO Guide, 4th ed. (1982)*. Ottawa: Employment & Immigration Canada, 1971-82. (Available in college and institute career resource centres and Canada Employment Centres.)

Careers British Columbia 1980 Volumes 1,2,3,4. Ottawa: Occupational and Career Analysis and Development, Employment and Immigration Canada, 1980. (A series of fact sheets providing precise data about specific occupations. Available in colleges and institutes and Canada Employment Centres.)

Careers Canada. Ottawa: Occupational and Career Analysis and Development, Employment & Immigration Canada, 1975-81. (A series of 34 booklets containing general career information on occupational families. Available in colleges, institutes, and Canada Employment Centres.)

Cosgrove, Gerald. *Career Planning 1: Let's Think About You*. Toronto: Guidance Centre, 1977. (Booklet form. Short, thorough. Secondary school level.)

Creating A Career: Career Planning and Job Search Workbook and *Instructor's Manual*. Prince Albert, Sask.: Training Research and Development Station, Manpower & Immigration, 1974. (Detailed, flexible curriculum.)

Menzies, Heather. *Computers On The Job: Surviving Canada's Microcomputer Revolution*. Toronto: James Lorimer & Co., 1982.

The Moving On Series 1983 - Workbooks & Counsellor's Manuals. Occupational & Career Analysis and Development Branch, Canada Employment and Immigration Commission, 1983. (Modules suitable for group or individual use. Grade 8 reading level. Includes: Moving On To A Career, Moving On To A Job, Moving On By Staying On.)

PLACE: Guided Steps to Employment Readiness. Ottawa: Occupational and Career Analysis and Development, Employment and Immigration Canada, 1980. (Good series of Workbooks, Sourcebooks, Instructor's Manual. Suitable for individual or group use.)

Planning Your Future. Victoria, B.C.: B.C. Ministry of Education, 1978. (Workbook of projects and assignments. Originally designed as a distance education course.)

Spectrum Series. Toronto: Guidance Centre, 1984. (An annual series of handbooks - Western, Ontario, Quebec, Atlantic - listing entrance requirements for post-secondary education and training.)

Terkel, Studs. *Working*. New York: Avon, 1982. (Collection of interviews of people in a wide variety of work situations.)

Tools For Change: A Curriculum About Women and Work. New Westminster, B.C.: Douglas College, Community Programs and Services, 1982. (Good resource book.)

Turnbull, Andy. *Another Way*. Ottawa: Deneau, 1980. (Collection of interviews of people who have started at-home businesses.)

Women's Access Resource Manual. 1983 Edition. Collected and compiled by Gail Thompson. New Westminster, B.C.: Douglas College, 1983. (Resources for re-entry women.)

Other Materials

B.C. Business
Career News - CEIC, B.C.
Economic Analysis of British Columbia - B.C. Central Credit Union
Economic Review - C.E.I.C., B.C.
The Labour Force - Statistics Canada
Labour Market Survey - C.E.I.C., B.C.
Newspapers

Films & Videos

About Computers PEMC Colour 29 mins. Examines how computers work, shows applications for consumers, and explores the future potential of "intelligent" machines.

And What Of The Future? PEMC Colour 18 mins. Raises questions about the effects of micro-electronics on jobs and lifestyles in the next decade.

Are You An Entrepreneur? PEMC Colour 18 mins. Explores three questions: What is an entrepreneur? What is an entrepreneur's role in starting a business? What are the personal qualities usually found in successful entrepreneurs?

Attention: Women At Work! NFB Colour 29 mins. Documentary about women in non-traditional jobs and discussion among teenage girls about career choice.

Breaking Through NFB & CEIC Colour 27 mins. Encourages girls & women to consider working in the trades.

Doing Your Eight CEIC Colour 20 mins. Explains why people work, what work is all about, and how we all benefit from work.

It's Not Enough NFB & CEIC Colour 16 mins. Considering the kind of jobs available to them, most women work because they must. However, there are other reasons.

Job Skills Access Alberta Colour Series of 8. Geared to unemployed or underemployed adults. Vignettes presented to studio audience, a Life Skills class. Leader's manual available. Titles include: Why Work? Self Assessment, Searching for Employment, Job Interviews, Employer/Employee Relations, Working With People, Living With Work, Moving On.

A Literate Society PEMC Colour 30 mins. Discusses the importance of computer literacy and defines data processing.

Moving Mountains NFB Colour 26 mins. Looks at women working alongside men in an open pit coal mine in south-eastern B.C.

Now The Chips Are Down CEIC Colour 45 mins. Effects of microchip technology on the job market.

On The Move PEMC Colour 14 mins. Examines working conditions and career paths in the hospitality/tourism industry.

Opening Doors: Keys to Career Planning CEIC Colour Series of 9, 10-15 mins. each. Deals with basic concepts and motivational aspects of career planning and job search by examining career concerns of family members at a family reunion. Suitable for adults with at least a grade 9 vocabulary level.

Pretend You're Wearing A Barrel NFB, PEMC, CEIC Colour 10 mins. A 35 year old single mother on welfare becomes a welder.

The Time Of Your Life PEMC Colour Series of 10, 60 mins. each. Presents 21 of BCIT's diploma courses.

Voyage PEMC Colour Series of 30, 30 mins. each. Series on self-discovery and career planning.

What Happens To Women In Tradesland Copy available in every B.C. college and institute. Colour. Designed for male and female audiences. An overview of working in trades and technology jobs from a woman's point of view. Deals .with issues involved in women's increased participation in the workforce.

Yes I Can CEIC Colour 18 mins. Presents case examples of women successfully involved in non-traditional occupations.

Other Resources

B.C. Ministry of Labour.
B.C. Ministry of Labour, Women's Office.
Canada Employment & Immigration Commission.
Community Colleges & Provincial Institutions.
Chambers of Commerce.
Unions.
Women in Trades.
Society for Canadian Women in Science & Technology.
Federal Business Development Bank.

Tests & Inventories

CHOICES Ottawa: Canada Systems Group, 1984. (A computerized, interactive career information and exploration system. Available in many B.C. secondary schools and Canada Employment Centres.)

P.C. Directions Victoria, B.C.: Software Research Corporation, 1984. (A computerized career exploration program. Available in many B.C. secondary schools.)

Follow-up & Maintaining The Job Search

FOLLOW UP AND MAINTAINING THE JOB SEARCH

Purpose

This unit is intended to develop an awareness of the importance of follow-up and maintenance in a job search. Various methods of following up employer contacts are presented. Techniques to maintain a job search during times of high unemployment are discussed.

Topics

Interview Follow-Up
Scheduling and Record Keeping
Building a Support Network
Managing Money and Stress
Volunteering
Stages of Unemployment

Prerequisites

Knowledge of personal health requirements. Competency in basic communication and critical thinking skills. Knowledge of community resources. Knowledge of conflict resolution and problem solving skills.

Key Ideas

* An effective follow-up campaign can help get job offers and new job leads.

- Lack of success in a job competition can provide the job seeker with an opportunity to clarify and develop job goals and personal goals.

- Searching for employment is a full-time job and it is hard work.

- Learning to schedule time and keep records helps the job seeker to develop and maintain an effective job search campaign.

- Unemployment has an impact on mental and physical well-being. Adults can learn to recognize and deal with the stages of unemployment.

Sample Learning Objectives

1. Use follow-up techniques to obtain job offers, job leads, and personal feedback.

2. Use scheduling and record-keeping to manage a job search campaign:

e.g.
- The student will organize a private place which can be used daily for job search activities.

- The student will arrange for access to a private telephone for making and receiving calls.

- The student will gather necessary working materials such as writing and typing materials, telephone directories and newspapers.

- The student will demonstrate a method for: scheduling daily and weekly job search activities; recording and keeping track of the status of each job application; recording names and addresses of prospective employers.

3. Describe stages of unemployment and relate them to personal experience.

4. Plan strategies to maintain a job search.

Sample Learning Activities

- Brainstorm ways to follow-up on a job interview or employer contact:

  * letter;
  * phone call;
  * discussion with a third party.

- Discuss how to make a follow-up contact work to personal advantage:

  * offer new information or clarify points made in previous contact;
  * remind employer of personal qualifications;
  * reaffirm interest in the position;
  * express interest in future openings;
  * establish future contact dates;
  * obtain other job leads;
  * obtain feedback on personal strengths and weaknesses;
  * reconsider job goals.

- Decide on a follow-up tactic for personal use. Role-play the situation in small groups. Obtain feedback.

- Research ways to record job search activities and contacts with employers.

- Prepare a personal record-keeping system.

- Discuss or debate topics such as:

  * job-hunting is a full-time job;
  * job seekers should plan leisure activities for themselves;
  * job seekers might as well give up looking after several months.

- Research the stages of job loss and unemployment.

- List some factors which can help maintain a job search:

  - desire for employment;
  - good job search skills;
  - social support;
  - good time management and ability to occupy free time meaningfully;
  - money management skills;
  - good sense of self-worth;
  - adequate nutrition and exercise.

- Brainstorm a list of sources of formal and informal support:

  - family;
  - friends and neighbours;
  - community and social groups;
  - social services, e.g., physicians, clergy, counsellors, social workers;
  - co-operatives, e.g., Unemployment Action Centres, food or work collectives.

- Research ways to use these sources to build a personal support network, using class discussions, guest speakers from community resources, written materials, films and videos.

- Explore management strategies for personal use:

  - health management (See Unit 14 - Maintaining Personal Health);
  - time management (See Unit 10 - Strategies to Manage Personal Affairs);
  - stress management (See Unit 10 - Strategies to Manage Personal Affairs);
  - money management (See Unit 10 - Strategies to Manage Personal Affairs).

- Survey unemployed people to determine how they spend their time and how they stay motivated to continue looking for work.

- Interview unemployed people who have volunteer jobs. Question them about:

  - how they plan their time;
  - skills learned through volunteer work;
  - job leads obtained through volunteer work;
  - advantages and disadvantages of having a volunteer job.

- Organize a support group of fellow job-seekers. Schedule weekly meetings. Plan ways to maintain motivation, exchange job leads, provide feedback, exchange survival tips.

Resources

Books

Ayers, David W., and others. The Job Kit: Self Study Program. Vancouver: Hewett, Ayers, and Beshara Productions, 1984. (Two workbooks and two audio cassettes for adults. Covers stress and money management for the unemployed, resumes, locating job openings, interviewing.)

Clague, Michael. An Adult Educator's Resource Kit for Tough Economic Times. Victoria, B.C.: Continuing Education Division, Ministry of Education, 1983. (Excellent guide to resource materials.)

Employment Readiness & Living Skills Curriculum Guide & Resource Manual. Saskatchewan: Saskatchewan Continuing Education, Adult Basic Education, 1982. (Resource manual contains dozens of useful exercises and handouts geared to ABE classes.)

Figler, Howard. The Complete Job-Search Handbook. New York: Holt, Rinehart, & Winston, 1979. (Practical suggestions for all levels of job responsibility and all stages of career development.)

Jackson, Tom. 28 Days To A Better Job. New York: Hawthorn Books, 1977. (Easy-to-follow, action-oriented approach.)

Kirsch, Sharon. Unemployment: Its Impact On Body & Soul. no city: Canadian Mental Health Association, 1983.

Mills, Arthur F. Counsellor's Manual for the Job Finding Club. Ottawa: Advanced Development Division, Occupational & Career Analysis and Development Branch, Canada Employment & Immigration Commission, 1982. (Detailed instructions and hand-outs suitable for all adults. Emphasizes networking, making contacts, "cold" calls.)

PLACE: Guided Steps to Employment Readiness. Ottawa: Occupational and Career Analysis and Development, Employment and Immigration Canada, 1980. (Good series of Workbooks, Sourcebooks, Instructor's Manual. Suitable for individual or group use.)

Planning Your Future. Victoria, B.C.: B.C. Ministry of Education, 1978. (Workbook of projects and assignments. Originally designed as a distance education course.)

Other Print Materials

Canadian Mental Health Association. Pamphlets and materials on stress, support groups, e.g., 'Staying Sane While Unemployed'.

Films & Videos

Job Skills - ACCESS Colour Series of 8 Geared to unemployed or underemployed adults. Vignettes presented to studio audience, a Life Skills class. Leader's manual available. Titles include: Why Work? Self Assessment, Searching for Employment, Job Interviews, Employer/Employee Relations, Working With People, Living With Work, Moving On.

Other Resources

Local Unemployment Action Centres - contact B.C. Federation of Labour.

Local Canada Employment Centres, Ministry of Human Resources' offices, Community Services, food banks, Volunteer Bureaus, church and service clubs, self-help groups.

(See also Unit 10 - Strategies to Manage Personal Affairs, and Unit 16 - Using Community Resources)

Interviewing

INTERVIEWING

Purpose

This unit is intended to prepare the job seeker for an employment interview by discussing the purposes of the job interview, the types of job interviews, preparation for the interview, the stages of the interview process, and follow-up activities.

Topics

Interview Preparation
Purposes of the Job Interview
Types of Job Interviews
Conduct During Interviews
Stages of the Interview
Follow-Up

Prerequisites

Knowledge of good grooming habits.

Competency in basic communication skills and critical thinking skills.

Key Ideas

* A successful interview is a result of knowing what to expect and preparing for it.

- Making a good first impression is a crucial part of a job interview.

- Preparation for an interview requires thorough self assessment and knowledge of the employer's needs.

- Most of the rules for making a success of an interview are based on common sense and good communication skills.

- Interviewers look for direction, self-respect, and a sense of responsibility from the applicant.

- Job interviews involve two-way communication. Job seekers should be prepared to ask as well as answer questions.

- Interviewing skills can be improved with practice.

Sample Learning Objectives

1. Demonstrate listening and questioning techniques used in employment interviews:

e.g. - From presented visual stimuli, the student will identify at least six positive and six negative verbal or nonverbal encouragers and discouragers in an employment interview situation.

- The student will conduct a fact-finding or other type of interview and as interviewer and interviewee use at least five minimal encouragers and avoid the use of negative discouragers.

- The student will distinguish between response-eliciting, open questions and focusing, closed questions and will demonstrate the advantages of each through a real or simulated interview.

2. Construct answers to the most frequently asked interview questions.

3. Construct answers to personally difficult interview questions.

4. Prepare a list of questions to ask the interviewer.

5. Demonstrate appropriate behaviour in a simulated, observed interview.

Sample Learning Activities

- Prepare a list of questions to ask a visiting employer or personnel manager regarding errors made by applicants during job interviews.

- Discuss reasons for interviewing job applicants.

- Discuss how to prepare for an interview. Consider:

  * clothing and grooming;
  * research of employer's needs;
  * personal information, e.g., resume, references;
  * preparation of questions and answers;
  * knowledge of personal skills & requirements.

- Discuss ways to handle the most frequently asked interview questions and the most difficult to answer interview questions.

- Prepare personal answers to these questions.

- Role-play job interviews in groups of three, taking turns assuming the roles of job-seeker, interviewer, and evaluator.

- View a video or film of a job interview and note positive points, points omitted, and impression made by the job seeker.

- List possible stages of an interview:

  * opening;
  * information-gathering;
  * information-giving;
  * closing.

- Discuss appropriate and inappropriate ways to deal with each stage.

- Research and discuss different types of interviews, such as:

  * formal interview;
  * informal interview;
  * panel interview;
  * interview tests.

- Research types of assessment tests which may be used by an interviewer. Prepare for and take a sample test.

- Videotape individual job interviews. The interviewer can be a counsellor or a member of the business community. Play back the videotaped interview for feedback. Emphasize positive aspects of the interviewee's responses and behaviour during the interview.

- Make personal notes based on feedback for improving the next interview.

- Arrange an employment interview. Follow up the interview by:

  * evaluating the interview;
  * sending a letter to the interviewer;
  * requesting feedback from interviewer;
  * determining whether or not to accept possible job offer.

Resources

Books

Billingsley, Edmond. Career Planning & Job Hunting for Today's Student: The NonJob Interview Approach. Santa Monica, Calif.: Goodyear Publishing, 1978. (Self assessment and marketing strategies. Focuses on young adults, college level.)

Creating A Career: Career Planning and Job Search Workbook and Instructor's Manual. Prince Albert, Sask.: Training Research and Development Station, Manpower & Immigration, 1974. (Detailed, flexible curriculum.)

Lathrop, Richard. Who's Hiring Who. New revised 3rd ed. Berkeley, Calif.: Ten Speed Press, 1977. (Non-traditional job hunting techniques and the hidden job market.)

Mills, Arthur F. Counsellor's Manual for the Job Finding Club. Ottawa: Advanced Development Division, Occupational & Career Analysis and Development Branch, Canada Employment & Immigration Commission, 1982. (Detailed instructions and hand-outs suitable for all adults. Emphasizes networking, making contacts, "cold" calls.)

The Moving On Series 1983 - Workbooks & Counsellor's Manuals. Ottawa: Occupational & Career Analysis and Development Branch, Canada Employment and Immigration Commission, 1983. (Modules suitable for group or individual use. Grade 8 reading level. Includes: Moving On by Staying On.)

Pinton, Rae, and Irene Strong. Let's Get On With the Job: A Job Search Manual for the ESL Classroom. Vancouver B.C.: Vancouver Community College, 1984.

Planning Your Future. Victoria, B.C.: B.C. Ministry of Education, 1978. (Workbook of projects and assignments. Originally designed as a distance education course.)

Prep 001: Planning Your Future. 3rd edition. Richmond, B.C.: Open Learning Institute, 1983. (Distance education course on career planning.)

Smith, Sondra Marshall, and J. Anne White. New Pathways: An Employment Orientation Course for Immigrant Women. Burnaby, B.C.: School District No. 41 Burnaby and B.C. Ministry of Education, 1982.

Films & Videos

Getting A Job CEIC Colour 30 mins. Covers the job search process, from identifying skills to handling interviews.

Interview: Ready or Not? - PEMC Colour 24 mins. Preparing for job interviews. A professional interviewer works with young people to uncover ways to succeed and discover personal strength.

Opening Doors: Keys to Career Planning CEIC Colour Series of 9, 10-15 mins. each. Deals with basic concepts and motivational aspects of career planning and job search by examining career concerns of family members at a family reunion. Suitable for adults with at least a grade 9 vocabulary level.

Voyage PEMC Colour Series of 30, 30 mins. each. Series on self-discovery and career planning.

Other Resources

Local CEC counsellors, personnel managers, employers.

Making Contacts & Locating Work Opportunities

MAKING CONTACTS AND LOCATING WORK OPPORTUNITIES

Purpose

This unit focuses on understanding and practicing various job search methods.

Topics

Causes of Job Openings
Answering Advertisements
Going to Public or Private Employment Agencies
Making Personal Contacts
Canvassing Employers
Organizing Your Prospects

Prerequisites

Competency in maintaining personal health standards.
Competency in basic communication skills.
Knowledge of using community resources.
Competency in problem solving skills.

Key Ideas

- There are some job openings daily in every community.
- Job openings occur for many reasons.
- Job openings are usually filled by applicants who appear before the employer at the right time, have appropriate qualifications, and make a good impression.
- A systematic job search is most likely to locate openings which suit personal skills and requirements.
- Chances of finding suitable employment increase when more than one job search method is used.
- Job seekers can develop leads by canvassing friends, acquaintances, and employers.
- Employment opportunities can be found by careful reading of newspaper and magazine ads and articles and employment bulletins.
- Job seekers must find out about prospective employers. Information can be gathered from local telephone directories and other resources.
- Job seekers must be clear about their preferences, skills, and how they can help an organization, before pursuing a job lead.
- Applying for a job by making an appointment and meeting the employer in person is more effective than applying by phone or in writing.

Sample Learning Objectives

1. Predict local job openings.
2. Name local public and private employment agencies and the services they provide.
3. Identify opportunities for self-employment and job creation.
4. Using the media, select employment opportunities appropriate for personal qualifications, interests, and needs.
5. Show how personal skills and attitudes can meet an employer's needs.
6. Name locations of employment bulletins and interpret descriptions of job openings.
7. Give examples of other written materials which usually carry employment advertisements.
8. Name personal contacts who can provide job leads.
9. Use appropriate methods to canvass personal contacts for job leads.
10. Use appropriate methods to canvass employers for job openings.

Sample Learning Activities

- Research job opportunities by looking at the statistics of probable job openings in any community.
- Discuss factors which cause job openings:
    * retirement, death, illness;
    * firing;
    * transfer, promotion;
    * expansion;
    * specialization;
    * new business and industry.
- List names and locations of local public and private employment agencies. Research the services these agencies offer.
- Given an employment problem, find out which agency should be used.
- Find people who have created their own jobs. Determine how they got started, their risks and problems, and their rewards and satisfactions.
- Investigate written sources of job openings:
    * newspapers;
    * professional and trade magazines;
    * government and other bulletins.
- Locate job advertisements in a variety of media sources.
- List the main qualifications and requirements for advertised jobs. Assess personal suitability for the jobs.
- Practice interpreting advertisements and bulletins to determine the probable nature of the job and qualifications required.
- List potential job openings by paying careful attention to news items.
- Discuss the "hidden" job market. Survey workers to determine the most successful job hunting methods.

- List personal contacts who can be sources of information about job openings:

  * relatives;
  * friends;
  * acquaintances;
  * former employers and fellow workers.

- Discuss ways to get help from personal contacts in finding employment.

- Practice, by writing a script and role-playing a situation, asking personal contacts for help in finding work.

- Make a personal contact to get a job lead.

- Set up a job prospect file. Include:

  * details about potential employer;
  * how the job prospect was discovered;
  * details about the potential job;
  * dates and types of contacts with employer.

- Report on job leads obtained through research and personal contacts.

- Research a prospective employer's organization and job requirements.

- Discuss methods of contacting employers:

  * by phone;
  * in person;
  * by letter and resume.

- Using role-play, practice calling on employers by phone and in person.

- Contact employers to inquire about a job opening and arrange an interview.

- Record outcomes of employer contacts.

- Prepare and maintain a weekly schedule for locating job opportunities and contacting employers.

Resources

Books

Ayres, David W., and others. *The Job Kit: Self Study Program*. Vancouver: Hewett, Ayres, and Beshara Productions, 1984. (Two workbooks and two audio cassettes for adults. Covers stress and money management for the unemployed, resumes, locating job openings, interviewing.)

Azrin, Nathan A., and Victoria A. Besalel. *Job Club Counselor's Manual: A Behavioral Approach to Vocational Counseling*. Baltimore: University Park Press, 1980. (Detailed outline of how to set up and run a job club.)

Billingsley, Edmond. *Career Planning & Job Hunting for Today's Student: The NonJob Interview Approach*. Santa Monica, Calif.: Goodyear Publishing, 1978. (Self assessment and marketing strategies. Focuses on young adults, college level.)

Bolles, Richard N. *What Colour Is Your Parachute?* 1984 revised and enlarged ed. Berkeley, Calif.: Ten Speed Press, 1984. (Highly regarded book that presents an alternative to traditional job hunting methods for the re-entry worker.)

Djeddah, Eli. *Moving Up*. revised ed. Berkeley, Calif.: Ten Speed Press, 1978. (Job relocation and job advancement program. Self marketing.)

Figler, Howard. *The Complete Job-Search Handbook*. New York: Holt, Rinehart, & Winston, 1979. (Practical suggestions for all levels of job responsibility and all stages of career development.)

Foord, Janis. *Career Coach*. Vancouver, B.C.: The Sun, 198? (Easy to read, basic workbook. Self assessment, grooming, goal setting, job hunting, job performance.)

Irish, Richard K. Go Hire Yourself an Employer. Revised and expanded ed. Garden City, N.Y.: Anchor, 1978. (How to discover the hidden job market and market yourself.)

Lathrop, Richard. Who's Hiring Who. New revised 3rd ed. Berkeley, Calif.: Ten Speed Press, 1977. (Non-traditional job hunting techniques and the hidden job market.)

Mills, Arthur F. Counsellor's Manual for the Job Finding Club. Ottawa: Advanced Development Division, Occupational & Career Analysis and Development Branch, Canada Employment & Immigration Commission, 1982. (Detailed instructions and hand-outs suitable for all adults. Emphasizes networking, making contacts, "cold" calls.)

The Moving On Series 1983 - Workbooks & Counsellor's Manuals. Occupational & Career Analysis and Development Branch, Canada Employment and Immigration Commission, 1983. (Modules suitable for group or individual use. Grade 8 reading level. Includes: Moving On To A Career, Moving On To A Job, Moving On By Staying On.)

Planning Your Future. Victoria, B.C.: B.C. Ministry of Education, 1978. (Workbook of projects and assignments. Originally designed as a distance education course.)

Stanat, Kirby W., and Patrick Reardon. Job Hunting Secrets and Tactics. Piscataway, N.J.: New Century, 1977. (Tips from personnel recruiters.)

Sweet, Donald H. Job Hunter's Manual. Reading, Mass.: Addison-Wesley, 1975. (Comprehensive job hunting guide.)

Other Print Materials

Employment bulletins, newspapers, business & trade magazines and reports.

Films & Videos

Getting A Job CEIC Colour 30 mins. Covers the job search process, from identifying skills to handling interviews.

Job Skills ACCESS Colour Series of 8 Geared to unemployed or underemployed adults. Vignettes presented to studio audience, a Life Skills class. Leader's manual available. Titles include: Why Work?, Self Assessment, Searching for Employment, Job Interviews, Employer/Employee Relations, Working With People, Living With Work, Moving On.

Opening Doors: Keys to Career Planning CEIC Colour. Series of 9, 10-15 mins. each. Deals with basic concepts and motivational aspects of career planning and job search by examining career concerns of family members at a family reunion. Suitable for adults with at least a grade 9 vocabulary level.

Voyage PEMC Colour Series of 30, 30 mins. each. Series on self-discovery and career planning.

Other Resources

Local C.E.C. office, Unions, Chamber of Commerce, libraries, Ministry of Labour, Women in Trades, Outreach office.

Moving On

MOVING ON

Purpose

This unit is designed to develop an awareness of the realities of job change, job termination, and job advancement, and of the skills to deal with these events.

Topics

Leaving a Job
Advancing on the Job
Working and Learning
Changes on the Job
Long-term Goals

Prerequisites

Competency in basic communication and critical thinking skills. Knowledge of conflict resolution, assertiveness, and problem solving skills.

Key Ideas

* As the workplace continues to experience rapid changes, workers can anticipate changes: new job descriptions, job termination, part-time working and learning, and re-training.

* Workers are laid off for many reasons. It is important for workers to determine why they have been laid off.

* Adults need to be aware of _reasons for leaving a job_, appropriate conduct when leaving, and the consequences of leaving.

* _An understanding of organizational structure and management styles_ is important for survival and advancement on the job.

* _Most adults can expect several career changes in a lifetime_. Preparation for these changes involves self knowledge, an understanding of the changing work world, flexibility, and a willingness to learn.

Sample Learning Objectives

1. Describe reasons for job termination and appropriate ways to leave a job.

2. Describe attitudes and behaviours necessary for career advancement:

e.g. - The student will identify at least six qualities employers look for when they promote employees.

- The student will give examples of behaviours which demonstrate the qualities necessary for career advancement.

3. Give examples of ways in which workers are affected by different organizational structures and different management styles.

4. Calculate the probability of personal career change and describe ways to prepare for career changes.

Sample Learning Activities

- Survey class members and unemployed people to determine their reasons for leaving their most recent jobs. Classify reasons in categories such as:

  * laid off or fired;
  * failed business;
  * return to training;
  * raising family;
  * unhappy with job;
  * travel, etc.

- Discuss or debate appropriateness of reasons. List consequences of leaving.

- Research appropriate and inappropriate ways for employees to give notice.

- Survey employers to determine their reasons for dismissing or terminating employees. Obtain descriptions of lay-off procedures.

- Discuss when and how to request feedback or a reference:

  * if laid off;
  * if fired;
  * if choosing to leave a job.

- Interview workers who have been promoted within their workplaces. Describe the personal qualities which helped them advance.

- Compare several organizational structures and management styles.

- Given examples of several companies or businesses, list key aspects of their organizational structure and management style. Discuss why it is important for a worker to understand typical communication patterns on the job.

- Using newspaper articles and personal knowledge, find examples of job changes and job loss due to:

  * technological changes;
  * changes in the economy.

- Using written materials, films, videos, and career resource speakers, discuss the future of work. Consider issues such as:

  * disappearing jobs;
  * new jobs;
  * altered jobs;
  * continuing high unemployment;
  * lifelong re-training;
  * rate of change in the workplace.

- Brainstorm desirable characteristics of the ideal worker of the future. Compare one's own characteristics with the ideal worker's characteristics.

- Report on personal short-term and long-term goals to prepare for the work world of the future.

Resources

Books

Bolles, Richard N. *The Three Boxes of Life and How To Get Out Of Them*. Berkeley, Calif.: Ten Speed Press, 1978. (Introduction to concept of life/work planning. Good section on skills identification. Many exercises.)

Borgen, William A. and Nornam E. Nmundson. *The Experience of Unemployment*. Scarborough: Nelson, 1984.

Creating A Career: Career Planning and Job Search Workbook and *Instructor's Manual*. Prince Albert, Sask.: Training Research and Development Station, Manpower & Immigration, 1974. (Detailed, flexible curriculum.)

Employment Readiness & Living Skills Curriculum Guide & Resource Manual. Saskatchewan: Saskatchewan Continuing Education, Adult Basic Education, 1982. (Resource manual contains dozens of useful exercises and handouts geared to ABE classes.)

Foord, Janis. *Career Coach*. Vancouver, B.C.: The Sun, 198?. (Easy to read, basic workbook. Self assessment, grooming, goal setting, job hunting, job performance.)

Iacocca, Lee, with William Novak. *Iacocca: An Autobiography*. Toronto: Bantam, 1984.

Irish, Richard K. *Go Hire Yourself an Employer*. Revised and expanded ed. Garden City, N.Y.: Anchor, 1978. (How to discover the hidden job market and market yourself.)

Methods & Materials For Teaching Occupational Survival Skills. Springfield, Ill.: Illinois State Board of Education, Dept. of Adult, Vocational & Technical Education, 1978. (Good resources and lesson plans to develop job-keeping skills.)

The Moving On Series 1983 - Workbooks & Counsellor's Manuals. Ottawa: Occupational & Career Analysis and Development Branch, Canada Employment and Immigration Commission, 1983. (Modules suitable for group or individual use. Grade 8 reading level. Includes: Moving On To A Career, Moving On To A Job, Moving On by Staying On.)

Pfeiffer, J. William, and John F. Jones, Editors. The Annual Handbook for Group Facilitators. LaJolla, Calif.: University Associates, 1972-83. (Annual handbooks contain literally hundreds of invaluable activities, many related to communication skills.)

PLACE: Guided Steps to Employment Readiness. Ottawa: Occupational and Career Analysis and Development, Employment and Immigration Canada, 1980. (Good series of Workbooks, Sourcebooks, Instructor's Manual. Suitable for individual or group use.)

Sathre, Freda S., and others. Let's Talk: An Introduction to Interpersonal Communication. 2nd ed. Glenview, Ill,: Scott, Foresman & Co., 1977. (Basic text for college students.)

Other Print Materials

The Futurist

Films & Videos

And What Of The Future? PEMC Colour Series of 4, 20-30 mins. each. Raises questions about the effects of micro-electronics on jobs and lifestyles in the next decade.

Job Skills ACCESS Colour Series of 8. Geared to unemployed or underemployed adults. Vignettes presented to studio audience, a Life Skills class. Leader's manual available. Titles include: Why Work? Self Assessment, Searching for Employment, Job Interviews, Employer/Employee Relations, Working With People, Living With Work, Moving On.

Lifelines: A Career Profile Study PEMC Colour 30 mins. Examines the career histories of three men.

Opening Doors: Keys to Career Planning CEIC Colour Series of 9, 10-15 mins. each. Deals with basic concepts and motivational aspects of career planning and job search by examining career concerns of family members at a family reunion. Suitable for adults with at least a grade 9 vocabulary level.

The Signalman NFB Colour 30 mins. Explores the impact of unemployment on a young railway worker.

Unemployment: Voices from the Line NFB Colour 53 mins. Explores the harsh realities of unemployment and its effects on the lives of individuals and their families.

Where Do I Go From Here? CEIC Colour 21 mins. Five realistic guidelines are presented to help employees plan for their working future. Designed for entry level employees.

Your Job: Fitting In and *Your Job: You and Your Boss* CEIC Colour 15 mins. each. Dramatized incidents and interviews with supervisors give common-sense facts about how employers and employees look at a job.

Other Resources

Local Chambers of Commerce, employers' councils, CEIC offices, college career resource centres.

(See also Unit 2 - Finding Out About Work)

Preparing A Personal Information Package

PREPARING A PERSONAL INFORMATION PACKAGE

Purpose

This unit is designed to develop a personal information package to present oneself positively to a potential employer.

Topics

Writing a Resume
Writing a Covering Letter
Writing a Letter of Application
Completing an Application Form
Obtaining References

Prerequisites

Competency in basic communication and critical thinking skills.
Knowledge of problem solving skills.
Competency in basic writing skills.

Key Ideas

* An employer's first impression of the job seeker is often based on the cover letter, resume, or application form.

- Mailing resumes is not necessarily the most effective approach.

- A resume presents the job seeker as a special person with a unique combination of interests and experiences.

- The job seeker must emphasize skills and accomplishments in paid and unpaid work and non-work activities.

- There are many different ways to prepare an effective resume. Some kinds of resumes are more appropriate for particular kinds of jobs.

- A letter of application must be brief and clear.

- Information on an application form must be stated accurately, completely, and neatly. All instructions must be followed.

- Letters of recommendation should be written by someone whose title or job indicates that their judgment can be trusted.

Sample Learning Objectives

1. Prepare a resume. Outline personal qualifications for the job.

2. Write an appropriate cover letter to accompany a resume.

3. Write a letter of application for a job.

4. Complete employment application forms, interpreting abbreviations and filling in the necessary information legibly and correctly.

5. Identify appropriate answers for difficult questions that may appear on employment application forms.

6. Identify and obtain employment references.

Sample Learning Activities

- Discuss purpose of resumes and types of resumes.
- Study examples of resumes and discuss which ones would be most effective in helping the job applicant obtain interviews.
- Examine model resumes and discuss ways to tailor individual qualifications to the requirements of a job.
- Prepare a resume of personal data, education, training and experiences, following a chronological or functional model.
- Discuss purpose and organizational pattern of letters written to accompany resumes.
- Given examples of letters written to accompany resumes, discuss which ones would stimulate an employer's interest.
- Write a cover letter, applying for a specific job, to accompany the resume.
- Study instructions for writing a letter of application.
- Find examples of opening paragraphs for application letters that are likely to stimulate the employer's interest in finding out more about the applicant.
- Find examples of closing paragraphs for letters of application that make the most effective request for employer action or leave an opening for further specific applicant action.
- Given a job description, write a letter of application.
- Discuss jobs for which it would be appropriate to submit a letter of application that is complete in itself.
- Study sample private employment and government employment application forms. Discuss correct ways to complete the forms.
- Examine difficult questions on employment application forms and discuss ways to respond.

- Practice writing answers to sample difficult questions on employment application forms.

- Complete sample application forms for employment with a private employer and a government employer.

- Discuss the characteristics of a good reference.

- List and contact references for permission to use their names. Establish the exact name, position, organization, address and telephone number of the reference. Ask if the person would be willing to provide a positive statement to a potential employer or a letter of recommendation.

- Discuss advantages and disadvantages of naming references in resumes, letters, and application forms.

- Prepare a personal fact sheet to use when completing application forms and preparing for interviews. Include:

  * social insurance number;
  * dates of previous work experience, paid and unpaid;
  * names and addresses of previous employers;
  * dates and other details of education and training activities;
  * names, addresses, and phone numbers of references;
  * list of associations with community and professional organizations.

- Discuss ways to follow up submission of letters and application forms. (See Unit 3 - Follow-up and Maintaining the Job Search)

Resources

Books

Creating A Career: Career Planning and Job Search Workbook and Instructor's Manual. Prince Albert, Sask.: Training Research and Development Station, Manpower & Immigration, 1974. (Detailed, flexible curriculum.)

Foord, Janis. Career Coach. Vancouver, B.C.: The Sun, 198?. (Easy to read, basic workbook. Self assessment, grooming, goal setting, job hunting, job performance.)

Jackson, Tom. 28 Days To A Better Job. New York: Hawthorn Books, 1977. (Easy-to-follow, action-oriented approach.)

Lathrop, Richard. Who's Hiring Who. New revised 3rd ed. Berkeley, Calif.: Ten Speed Press, 1977. (Non-traditional job hunting techniques and the hidden job market.)

Lewis, Adele. How To Write Better Resumes. Revised ed. Woodbury, N.Y.: Barron's Educational Series, 1983. (Over 100 model resumes for new and experienced workers.)

Mills, Arthur F. Counsellor's Manual for the Job Finding Club. Ottawa: Advanced Development Division, Occupational & Career Analysis and Development Branch, Canada Employment & Immigration Commission, 1982. (Detailed instructions and hand-outs suitable for all adults. Emphasizes networking, making contacts, "cold" calls.)

The Moving On Series 1983 - Workbooks & Counsellor's Manuals. Ottawa: Occupational & Career Analysis Development Branch, Canada Employment and Immigration Commission, 1983. (Modules suitable for group or individual use. Grade 8 reading level. Includes: Moving On To A Career, Moving On To A Job, Moving On by Staying On.)

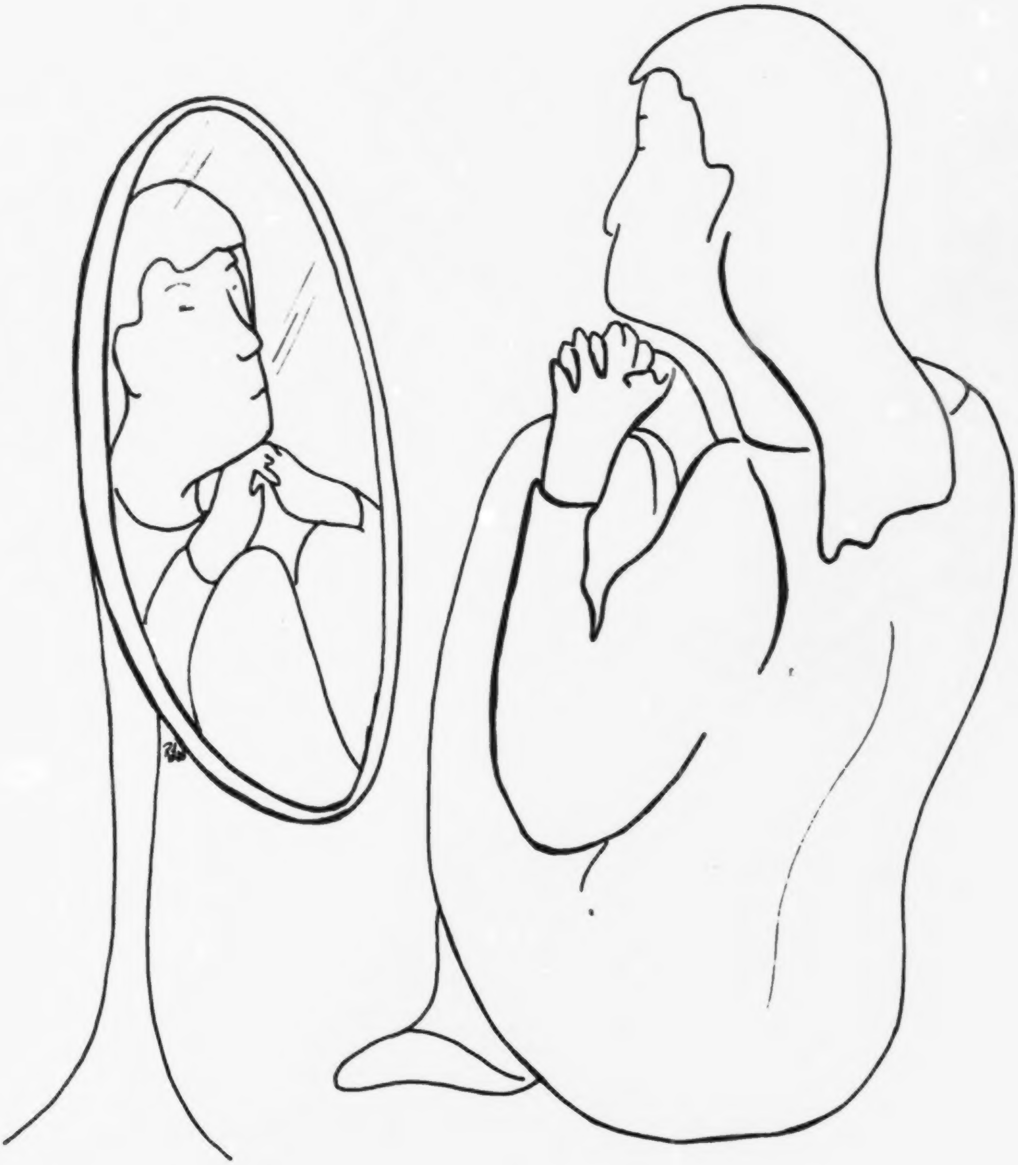
Planning Your Future. Victoria, B.C.: B.C. Ministry of Education, 1978. (Workbook of projects and assignments. Originally designed as a distance education course.)

Stanat, Kirby W., and Patrick Reardon. Job Hunting Secrets and Tactics. Piscataway, N.J.: New Century, 1977. (Tips from personnel recruiters.)

Films & Videos

Getting A Job CEIC Colour 30 mins. Covers the job search process, from identifying skills to handling interviews.

Self Assessment



SELF ASSESSMENT

Purpose

This is a basic unit which focuses on developing self-awareness and self-worth as preconditions to selecting an occupation and starting work. The unit deals with identification and assessment of individual values, interests, and skills. Personal roles and life stages are examined to clarify current and anticipated employment needs.

Topics

Personal Roles and Life Transitions
Skills
Interests
Values
Personal Needs and Work Requirements

Prerequisites

Knowledge of personal health requirements.
Competency in basic communication skills.
Knowledge of critical thinking skills.

Key Ideas

* Self-awareness is necessary for good decision-making to choose an occupation and manage personal affairs.

- Adults can increase self-awareness through reflection and feedback.

- Adults have many life roles, with accompanying rights and responsibilities.

- Every life role provides opportunities to acquire skills, pursue interests, demonstrate values, and gain knowledge and experience.

- Clarification of current and future roles is required in order to identify work goals, needs, and limitations.

- Job seekers need to identify, evaluate, and present their skills, interests, values, and work requirements.

- Job skills are learned in many settings and are transferable from social, community, educational, family, and leisure to work settings.

- Examination of past experiences and achievements reveals interest patterns, functional skills and self-management abilities.

- The process of self assessment provides an opportunity to develop an improved self-concept and realistic personal goals.

- Awareness of personal needs and attitudes motivates and helps adults to take charge of their lives.

Sample Learning Objectives

1. Identify adult life roles and transitions.

2. Describe present and anticipated life roles.

3. Identify individual interest patterns and preferences for working with data, people, or things.

4. Construct a personal inventory of transferable skills and special knowledge.

5. Relate personal skills to several occupations.

6. Identify personal work values.

7. Identify personal work requirements.

8. Outline a set of criteria for choosing an occupation:

e.g. - The student will compile a personal profile of interests, aptitudes and skills, level and type of training and experience, preferences for work environment, financial and personal requirements.

- Using the personal qualifications and requirements profile, the student will select and rank criteria for choosing an occupation.

9. Demonstrate personal motivation to obtain paid work.

Sample Learning Activities

- Discuss or debate topics such as:

  - major life transitions;
  - changing roles of men and women;
  - balancing adult roles.

- Draw a personal life line or autobiographic chart showing:

  - critical events;
  - major decisions;
  - significant people and activities;
  - upcoming decisions.

- List past and present life roles and compare amount of energy given and amount of satisfaction experienced for each role.

- List, from personal experience, several paid or unpaid jobs. Compare reasons for doing each job and level of personal satisfaction.

- Discuss how different occupations suit different people.

- List the kinds of self-knowledge required to choose an occupation and prepare for work.

- Complete an interest inventory.

- Compare tasks involving data, people, and things. Examine personal experiences to find preferences for working with data, people, or things.

- List work done by class members and examine the skills required for each type of work by category:

  - self-management skills;
  - functional skills, or general skills to deal with data, people, or things;
  - special knowledge skills.

- Compare specialized skills and skills which are transferable from one occupation or life experience to another.

- Recall personal achievements and priorize them according to degree of satisfaction.

- List skills used in past achievements and identify preferred skills. Ask for feedback from others to help prepare a personal list of preferred skills and special knowledge skills.

- Group similar skills together.

- Brainstorm a list of self-management skills (e.g. patience, sense of humour, trustworthiness) which may contribute to getting and keeping a job.

- Examine self-management skills and deficiencies by completing a self-rating and asking for feedback.

- Brainstorm or research skills required to be successfully self-employed.

- Complete a values inventory.

- Discuss:

  * the importance of values in work;
  * the importance of knowing personal values in order to make good decisions.

- Discuss human needs. Identify primary individual needs now, one year from now, five years from now.

- List reasons why people work. Identify personal reasons for wanting to work and assign a number to show the strength of each reason.

- Discuss or debate topics such as:

  * attitude determines behaviour;
  * attitudes can be changed.

- Give and receive feedback on attitudes toward work. Report on personal attitude toward work.

- List factors which would be present in the ideal job. Identify the factors which must be present to meet personal job satisfaction and financial needs.

- List personal physical limitations for employment.

Resources

Books

Adler, Ronald B., and Neil Towne. *Looking Out/Looking In*. 3rd ed. Toronto: Holt Rinehart, & Winston, 1981. (Interpersonal communications skills text for college students.)

Bolles, Richard N. *The Three Boxes of Life And How To Get Out Of Them*. Berkeley, Calif.: Ten Speed Press, 1978. (Introduction to concept of life/work planning. Good section on skills identification. Many exercises.)

Bolles, Richard N. *What Colour Is Your Parachute?* 1984 revised and enlarged ed. Berkeley, Calif.: Ten Speed Press, 1984. (Highly regarded book that presents an alternative to traditional job hunting methods for the re-entry worker.)

Borchard, David C., and others. *Your Career: Choices, Chances, Changes*. Edited by Mary Multer Greene. Toronto: Kendall/Hunt, 1980. (Workbook format. Includes sections on doing field surveys and decision making.)

Cammaert, Lorna P., and Carolyn C. Larsen. *A Woman's Choice: A Guide to Decision Making*. Champaign, Ilinois: Research Press, 1979. (Workbook format. Suitable for all women.)

Campbell, David P. *If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else*. Niles, Illinois: Argus, 1974. (Self-assessment, goal-setting. Easy to read.)

Communication Research Associates. *Communicate! A Workbook for Interpersonal Communication*. 2nd ed. Dubuque, Iowa: Kendall/Hunt, 1978. (Useful collection of lesson ideas and exercises.)

Creating A Career: Career Planning and Job Search Workbook and Instructor's Manual. Prince Albert, Sask.: Training Research and Development Station, Manpower & Immigration, 1974. (Detailed, flexible curriculum.)

Foord, Janis. Career Coach. Vancouver, B.C.: The Sun, 198?. (Easy to read, basic workbook. Self assessment, grooming, goal setting, job hunting, job performance.)

Hearn, Joan. More Life Skills. Ottawa: Advanced Development Division, Occupational & Career Analysis & Development Branch, Employment & Immigration Canada, 1983. (31 lesson plans to teach adults communication skills, critical thinking, and self-management.)

Loughary, John W., and Theresa M. Ripley. Career and Life Planning Guide. Chicago: Pollett, 1976. (Workbook format. Practical ideas for overcoming problems and making common-sense decisions about work.)

The Moving On Series 1983 - Workbooks & Counsellor's Manuals. Occupational & Career Analysis and Development Branch, Canada Employment and Immigration Commission, 1983. (Modules suitable for group or individual use. Grade 8 reading level. Includes: Moving On To A Career, Moving On To A Job, Moving On by Staying On.)

Planning Your Future. Victoria, B.C.: B.C. Ministry of Education, 1978. (Workbook of projects and assignments. Originally designed as a distance education course.)

Prep 001: Planning Your Future. 3rd edition. Richmond, B.C.: Open Learning Institute, 1983. (Distance education course on career planning.)

Renner, Peter Franz. *The Instructor's Survival Kit: A Practical Handbook of 60 Strategies for Classroom Learning*. Vancouver: Training Associates, 1978. (Techniques and classroom strategies for teaching adults.)

Sheehy, Gail. *Passages: Predictable Crises of Adult Life*. Toronto: Bantam, 1976.

Sheehy, Gail. *Pathfinders*. Toronto: Bantam, 1981. (Managing the stages and crises of adulthood successfully.)

Simon, Sidney, B. *Meeting Yourself Halfway: 31 Value Clarification Strategies for Daily Living*. Niles, Ill.: Argus, 1974. (Classroom activities.)

Skills for Living: A Developmental Approach to Life Skills Programming in the Correctional Service of Canada. n.p.: Education, Training & Employment, Correctional Service of Canada, Pacific Region, 1984. (Complete course in modules with student and instructor workbooks.)

Films

Are You An Entrepreneur? PEMC Colour 18 mins. Explores three questions: What is an entrepreneur? What is an entrepreneur's role in starting a business? What are the personal qualities usually found in successful entrepreneurs?

Getting A Job CEIC Colour 30 mins. Covers the job search process, from identifying skills to handling interviews.

The Housewife NFB Colour 7 mins. A study, in film animation, of a day in the life of a housewife. A starting point for discussing the role of women and the value of their work.

Job Skills   Access Alberta   Colour   Series of 8. Geared to unemployed or underemployed adults. Vignettes presented to studio audience, a Life Skills class. Leader's manual available. Titles include: Why Work?, Self Assessment, Searching for Employment, Job Interviews, Employer/Employee Relations, Working With People, Living with Work, Moving On.

Just-A-Minute   NFB   Colour   13 mins. Canadian women use one-minute film clips to express problems or highlight attitudes encountered at home and at work.

Killing Us Softly: Advertising's Image of Women   NFB, PEMC, CEIC,   Colour   28 mins. Stimulates discussion about stereotyping and the power of advertising to shape attitudes and behaviour.

Luckily I Need Little Sleep   NFB & CEIC   Colour   8 mins.   Kathy works as a nurse, sews for the children, maintains the house, and helps with the farm work.

Opening Doors: Keys to Career Planning   CEIC   Colour   Series of 9, 10-15 mins. each. Deals with basic concepts and motivational aspects of career planning and job search by examining career concerns of family members at a family reunion. Suitable for adults with at least a grade 9 vocabulary level.

Patricia's Moving Picture   NFB & CEIC   Colour   26 mins.   The story of a middle-aged woman trying to return to the labour force.

Safer Than A Sock   PEMC   Colour   30 mins. Story of a man who faces up to his inability to read and write. A booklet, 'Banking for New Adult Readers', available from Access Alberta.

Voyage   PEMC   Colour   Series of 30, 30 mins. each. Series on self-discovery and career planning.

The Winnings of Frankie Walls NFB Colour 55 mins. Story of personal triumph about a middle-aged labourer who is suddenly laid off.

A Woman's Place NFB Colour 14 mins. Stimulates discussion on the status of women in Canada.

Tests & Inventories

Bolles, Richard N., and Victoria B. Zenoff. The Quick Job-Hunting Map, Beginning and Advanced Versions. Berkeley, Calif.: Ten Speed Press, 1977. (Self assessment of skills and job requirements.)*

Holland. John L. The Self-Directed Search - Canadian Edition 1979. (Contains self assessment booklet and Occupations Finder. Counsellor's Guide and Understanding Yourself and Your Career pamphlet also available.)*

Knapp, Robert R., and Lila F. Knapp. Career Occupational Preference System (COPSystem) Interest Inventory. San Diego, Calif.: EDITS, 1980. (An Inventory which relate interests to occupational clusters and to C.C.D.O numbers. Canadian Examiner's Manual and Occupational Cluster Charts available.)*

Life Roles Inventory. Ottawa/Hull: Employment Support Services Branch, Employment & Immigration Canada, 1979. (Measures personal values and relative importance of life roles of studying, working, community services, home and family, and leisure.)

CHOICES Ottawa: Canada Systems Group, 1984. (A computerized, interactive career information and exploration system. Available in many B.C. secondary schools and Canada Employment Centres.)

P C Directions. Victoria, B.C.: Software Research Corporation, 1984. (A computerized career exploration program. Available in many B.C. secondary schools.)

Index to Canadian Occupations (ICO). Hull, Quebec: Canadian Government Publishing Centre, 1979. (Users choose job characteristics and explore occupations. Suitable for ABE. Kit and Counsellor's Guide available.)

Jackson, Douglas N. The Jackson Vocational Interest Survey (JVIS). London, Ontario: Research Psychologists Press, 1978.

Other Resources	Counselling Services - Community Colleges & Provincial Institutes.

* These materials may be ordered from the Guidance Centre

Starting Work

STARTING WORK/WORK EXPERIENCE

Purpose

This unit is designed to develop an understanding of good work habits and to explore basic information required by workers starting a new job. Work experience placements are described as an opportunity to develop the habits, attitudes, and general knowledge required for success at work.

Topics

Work Habits
Communicating on the Job
Job Descriptions
Job Standards
Earnings, Benefits, and Deductions
Unions and Labour Laws
Work Experience Placements

Prerequisites

Competency in basic communication skills and critical thinking skills. Knowledge of personal health requirements and strategies to manage personal affairs.

Key Ideas

* Good work attitudes and habits are necessary for success at any job. Key work attitudes and habits to develop include dependability, punctuality, cooperation, willingness to learn, willingness to accept responsibility, perseverance, enthusiasm, good personal appearance.

* Good workers usually demonstrate good communication skills on the job.

* New employees must be able to clarify their job descriptions and work standards and regulations.

* Workers may need to find out about unions and labour laws which may affect their workplace.

* Workers need to understand wage scales, employee and employer contributions, and benefits.

* Job seekers can gain valuable experience and develop good work habits by arranging and participating in a work experience placement.

* Work experience placements should include self-assessment and assessment by an on-the-job supervisor.

Sample Learning Objectives

1. Demonstrate work habits required to maintain a job:

e.g.
- For a specified job situation, the student will identify: acceptable standards of attendance and punctuality and methods of reporting absences; company policies regarding hours of work, safety and security regulations, length of breaks.
- For a specified job situation, the student will identify at least two ways to meet expected work standards in the areas of: scheduling of work; appearance of work; quality of work; quantity of work; care of equipment and materials.
- In a real or simulated work situation, the student will demonstrate minimum acceptable standards of appearance, timekeeping, following company policy, meeting work standards, working with people, and showing initiative.

2. Demonstrate communication skills required to maintain a job.

3. Paraphrase a written or verbal job description.

4. Demonstrate general knowledge of labour laws, working conditions, and unions.

5. Identify standard employer and employee contributions and employee benefits.

6. Locate and participate in a work experience placement.

7. Rate personal work habits and performance on a work experience placement.

Sample Learning Activities

- Brainstorm a list of reasons why people lose their jobs. Identify the reasons which have to do with poor attitudes and behaviours.

- Examine case studies of workers with good and bad work habits. Discuss each case study from the employer's point of view.

- Make a list of good work habits identified by employers. Consider:

  * appearance;
  * timekeeping;
  * following company policies;
  * work methods, quality, and quantity;
  * care of equipment and materials;
  * showing initiative.

- Invite employers as guest speakers to describe employers' needs and expectations.

- Give examples of ways in which good communication skills can help keep a job and ways poor communication skills can cause loss of a job.

- Discuss and practice important on-the-job communication skills, such as:

  * receiving instructions;
  * giving instructions;
  * receiving and giving feedback;
  * asking for help;
  * working with supervisors;
  * dealing with co-workers;
  * serving customers or clients.

- Using role-play situations, practice and rate personal on-the-job communication skills.

- Compare work habits and communication skills required for success as a class member with those required for success on the job.

- Give and receive feedback on personal work habits and communication skills demonstrated in class.

- Examine a written job description. List the work tasks and any further information a worker might require to perform the job.

- Discuss the advantages of a written job description.

- Using guest speakers, explore and discuss the implications for workers of:

  * labour legislation;
  * appropriate working conditions;
  * human rights;
  * structure and purpose of unions;
  * occupational safety.

- Examine sample pay slips. Identify employee and employer contributions for:

  * unemployment insurance;
  * Worker's Compensation;
  * health insurance;
  * pension plans;
  * union dues;
  * sick leave and vacation benefits.

- Individually and in small groups, rate personal readiness for work experience placement. Consider:

  * class attendance and punctuality;
  * marketable skills;
  * communication skills;
  * management of personal affairs.

- Make a list of specific behaviours to improve and make a personal contract to work on them throughout the work experience placement. Make use of buddy systems, contracts made with instructors, or goal-setting sheets.

- Discuss the purposes of work experience placements:

  * experience in actual work situations;
  * receive feedback on performance;
  * explore different job choices;
  * assess readiness for employment or training.

- Discuss the structure of work experience placements:

  * length of placement;
  * "no pay" concept;
  * hours and days of work;
  * responsibilities of employer, student, and instructor;
  * evaluation procedures.

- Brainstorm possible choices for placements. Use local directories, newspapers, employment offices, word of mouth, training centres.

- Examine available placements and choose the most suitable placements according to individual needs. (See Unit 8 - Self Assessment)

- Contact employers in person to:

  * explain work experience placement program;
  * arrange job station;
  * clarify responsibilities;
  * leave written materials (e.g. application form, contract, program description).

- Make a personal written commitment to the placement.

- At the end of each week of placement, report on performance and work habits by:

  * completing a personal rating;
  * obtaining the employer's evaluation;
  * group discussion.

- At the end of the placement, complete:

  * final self-evaluation;
  * evaluation of job station;
  * evaluation by employer;
  * letter of thanks to employer.

- Summarize personal learnings from work experience placement. Report on personal goals in areas such as:

  * career objectives;
  * training needs;
  * communication skills;
  * work habits;
  * management of personal affairs.

(See Unit 1 - Developing a Personal Action Plan)

Resources

Books

Consumer Education 12 Curriculum Guide 1983. Victoria, B.C.: B.C. Ministry of Education, Curriculum Development Branch, 1983. (Units on financial management, rights and responsibilities, employment.)

Employment Readiness & Living Skills Curriculum Guide & Resource Manual. Saskatchewan: Saskatchewan Continuing Education, Adult Basic Education, 1982. (Resource manual contains dozens of useful exercises and handouts geared to ABE classes.)

Foord, Janis. Career Coach. Vancouver, B.C.: The Sun, 198?. (Easy to read, basic workbook. Self assessment, grooming, goal setting, job hunting, job performance.)

Lathrop, Richard. Who's Hiring Who. New revised 3rd ed. Berkeley, Calif.: Ten Speed Press, 1977. (Non-traditional job hunting techniques and the hidden job market.)

Methods & Materials For Teaching Occupational Survival Skills. Springfield, Ill.: Illinois State Board of Education, Dept. of Adult, Vocational & Technical Education, 1978. (Good resources and lesson plans to develop job-keeping skills.)

Mitchell, Marcia. English for Millworkers: English as a Second Language for Sawmill Employees. Quesnel School District, 1983. (Seven units covering on-the-job issues for new workers.

The Moving On Series 1983 - Workbooks & Counsellor's Manuals. Ottawa: Occupational & Career Analysis and Development Branch, Canada Employment and Immigration Commission, 1983. (Modules suitable for group or individual use. Grade 8 reading level. Includes: Moving On To A Career, Moving On To A Job, Moving On by Staying On.)

Pfeiffer, J. William, and John F. Jones, Editors. The Annual Handbook for Group Facilitators. LaJolla, Calif.: University Associates, 1972-83. (Annual handbooks contain literally hundreds of invaluable activities, many related to communication skills.)

PLACE: Guided Steps to Employment Readiness. Ottawa: Occupational and Career Analysis and Development, Employment and Immigration Canada, 1980. (Good series of Workbooks, Sourcebooks, Instructor's Manual. Suitable for individual or group use.)

Tools For Change: A Curriculum About Women and Work. New Westminster, B.C.: Douglas College, Community Programs and Services, 1982. (Good resource book.)

Other Print Materials

Sexual Harrassment in the Workplace - B.C. Federation of Labour.

B.C. Ministry of Labour, Employment Standards Branch. Bulletin available which covers 14 areas of Employment Standards Act.

Equal Partners for Change: Women and Unions. A kit of information sheets on issues facing women in the labour force. Available from the Canadian Labour Congress.

Films

Job Skills Access Alberta Colour Series of 8. Geared to unemployed or underemployed adults. Vignettes presented to studio audience, a Life Skills class. Leader's manual available. Titles include: Why Work?, Self Assessment, Searching for Employment, Job Interviews, Employer/Employee Relations, Working With People, Living With Work, Moving On.

Making Decisions CEIC Colour 20 mins. Looks at employer and employee decisions on the job. Designed for entry level employees.

Maria NFB Black and White 47 mins. Against the wishes of her family, a young factory worker starts unionizing her fellow employees.

A Right To Refuse? NFB Colour 14 mins. Stimulates discussion about a worker's right to refuse dangerous work.

Rules of the Game CEIC Colour 19 mins. Provides a positive approach to the concept of the work ethic.

Voyage PEMC Colour Series of 30, 30 mins. each. Series on self-discovery and career planning.

What Happens To Women In Tradesland Copy available in every B.C. college and institute. Colour. Designed for male and female audiences. An overview of working in trades and technology jobs from a woman's point of view. Deals with issues involved in women's increased participation in the workforce.

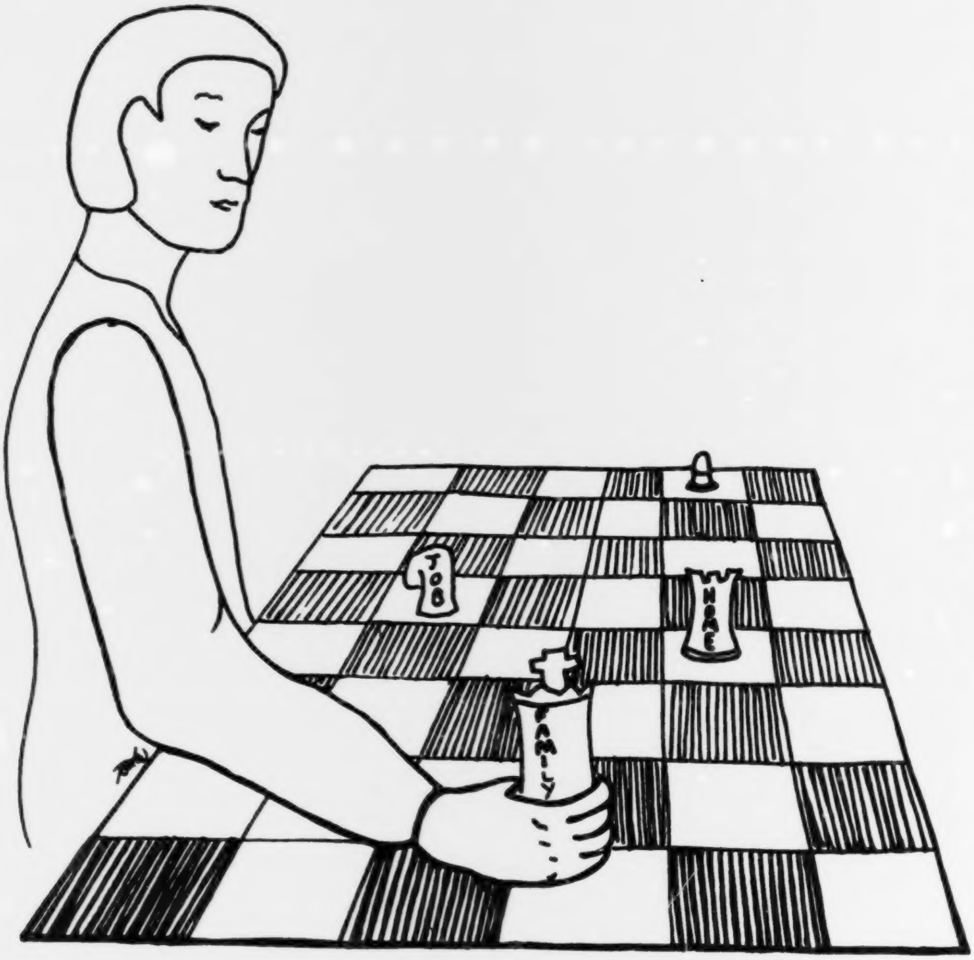
Workers In Unions PEMC Colour 25 mins. Examines the rights of unionized workers and the legal basis of labour relations in B.C.

Workers Without Unions PEMC Colour 18 mins. Explains the basic employment rights of B.C.'s non-unionized employees.

The Workplace Hustle CEIC Colour 30 mins. Ed Asner narrates a presentation on sexual harrassment in the workplace.

Other Resources	B.C. Ministry of Labour. C.E.I.C. - local offices. B.C. Federation of Labour. Local Labour councils, Chambers of Commerce, Unions.

Strategies To Manage Personal Affairs



STRATEGIES TO MANAGE PERSONAL AFFAIRS

Purpose

In this unit, personal obstacles to work are identified. Various strategies to deal with obstacles are examined and acquired.

Topics

Barriers to Work
Stress Management
Parenting and Family Relationships
Money Management
Time Management
Support Systems

Prerequisites

Knowledge of personal health requirements.
Competency in basic communication skills, critical thinking skills, and using community resources.
Knowledge of conflict resolution and assertiveness skills.
Knowledge of problem-solving skills.

Key Ideas

* Obstacles may need to be overcome to achieve employment.

* Obstacles may include lack of required skills, qualifications, or equipment for a particular occupation. Other obstacles include work habits, job search skills, and personal needs and problems.

* Adults can deal with personal obstacles to work by using a problem-solving model. The first step is to identify and define needs and problems.

* Skills in communication, critical thinking, and using community resources contribute to effective problem-solving.

* Certain management strategies (e.g., stress management, time management, money management) may be applied in many situations to assist in overcoming barriers to employment.

Sample Learning Objectives

1. Identify personal training, qualifications, and equipment needs.

2. Identify personal work habits that are a barrier to successful employment.

3. Identify personal needs and problems that are obstacles to employment.

4. Analyze these barriers to determine what can be changed.

5. Describe and practice several strategies for managing personal affairs to overcome barriers to work.

Sample Learning Activities

- Research training, qualification, and equipment requirements for several possible occupations. (See Unit 2 - Finding Out About Work)

- Compare requirements with personal attributes and qualifications. (See Unit 8 - Self Assessment)

- Discuss good work habits.

- Examine personal work habits by:

    * describing experiences at work;
    * obtaining feedback from others.

- List personal employment barriers, problems, and limitations by examining

    * family needs and expectations;
    * household tasks;
    * physical energy level and health;
    * social involvements;
    * educational responsibilities;
    * housing and transportation needs;
    * legal needs;
    * financial situation.

- Discuss types of constraints and classify personal barriers as:

    * real or imagined constraints;
    * absolute or relative constraints;
    * internal or external constraints.

- To find out which barriers can be overcome, change each constraint statement, e.g., "I can't do A because of B ...", to a contingency statement, e.g., "If I do A, then I will have to deal with B ...".

- Report on past success in overcoming personal obstacles.

- Brainstorm strategies for dealing with identified barriers to work.

- Using community resources, research a strategy to handle one or more obstacles, e.g.,

  * child care;
  * housing;
  * divorce or separation;
  * discrimination.

  (See Unit 16 - Using Community Resources)

- Invite a psychologist or counsellor to describe and demonstrate stress management methods such as:

  * physical activities;
  * yoga;
  * relaxation techniques;
  * self-hypnosis, meditation, visualization;
  * adequate nutrition;
  * social support groups;
  * hobbies;
  * changed mental attitudes.

- Keep a weekly record of activities. Draw pie charts of both current and desired use of time, identifying:

  * work activities;
  * family and relationship activities;
  * self-development activities;
  * amount of energy lost or gained through each activity.

- Using written materials, guest speakers, or films, identify the basic principles of time management.

- Priorize tasks for a week and prepare a weekly schedule.

- Invite a financial aid worker, consumer affairs worker, and community services worker to discuss money management. Consider issues such as:

  * budgeting for basic needs;
  * budgeting for work needs;
  * securing and handling credit;
  * sources of low cost food, clothing, housing, transportation;
  * dealing with debt;
  * consumer rights and responsibilities;
  * low cost social, recreational, and cultural activities;
  * community resources for handling financial affairs.

- Prepare a personal or family budget to follow while searching for employment.

- Invite a resource person to discuss parenting or view a film or video on parenting. List local community resources and self-help groups for parents.

- Discuss life skills required to implement the strategies of time management, stress management, money management, and parenting.

- Discuss appropriate management strategies for a personal situation. Select a strategy and practice it. Report on its effectiveness at regular intervals.

Resources

Books

Cammaert, Lorna P., and Carolyn C. Larsen. *A Woman's Choice: A Guide to Decision Making*. Champaign, Illinois: Research Press, 1979. (Workbook format. Suitable for all women.)

Clague, Michael. *An Adult Educator's Resource Kit for Tough Economic Times*. Victoria, B.C.: Continuing Education Division, Ministry of Education, 1983. (Excellent guide to resource materials.)

Consumer Education 9/10: Media Resources. Interim Edition. Victoria, B.C.: B.C. Ministry of Education, 1982.

Consumer Education 9/10: Teacher Resource Manual: Volumes 1 & 2. Victoria, B.C.: B.C. Ministry of Education and Ministry of Consumer and Corporate Affairs, 1982. (Good, detailed activities and resources.)

Consumer Education 12 Curriculum Guide 1983. Victoria, B.C.: B.C. Ministry of Education, Curriculum Development Branch, 1983. (Units on financial management, rights and responsibilities, employment.)

Curtis, Jean. *Working Mothers*. New York: Doubleday, 1976. (Views of various family members. Sensible suggestions for equalizing family tasks.)

Davis, Martha, and others. *The Relaxation & Stress Reduction Workbook*. 2nd ed. Oakland, Calif.: New Harbinger, 1982. (Easy to read. Covers many techniques, e.g. self-hypnosis, time management, refuting irrational ideas, progressive relaxation, etc.)

Delparte, Linda and others. *An Alternative Route: Towards Adult Education for the Mentally Handicapped*. Vancouver, B.C.: Vancouver Community College, Continuing Education, 1979. (A curriculum outline.)

Discovering Life Skills With Women. Volumes 1,2,3. Toronto: YWCA of Metropolitan Toronto, 1976, 1980, 1983. (Dozens of life skills exercises and strategies to manage personal affairs.)

Dreikers, Rudolf, with Vicki Solte. *Children: The Challenge*. New York: Hawthorne Books, 1964.

Krantzler, Mel. *Creative Divorce*. New York: Signet Books, 1974. (Suggestions for getting on with life.)

Lakein, Alan. *How To Get Control of Your Time and Your Life*. New York: New American Library.

Lasurus, Arnold, and Allen Fay. *I Can If I Want To*. New York: William Morrow, 1975. (Basic self-help book for personal problem solving.)

Loughary, John W., and Theresa M. Ripley. *Career and Life Planning Guide*. Chicago: Pollet, 1976. (Workbook format. Practical ideas for overcoming problems and making common-sense decisions about work.)

Patterson, Gerald R. *Families: Applications of Social Learning to Family Life*. Revised. Champaign, Ill,: Research Press, 1975. (A behavioural approach to managing family conflicts.)

PLACE: Guided Steps to Employment Readiness. Ottawa: Occupational and Career Analysis and Development, Employment and Immigration Canada, 1980. (Good series of Workbooks, Sourcebooks, Instructor's Manual. Suitable for individual or group use.)

Satir, Virginia. *Peoplemaking*. Palo Alto, Calif.: Science & Behaviour Books, 1972. (Self-worth and communication within families.)

Scholz, Nelle T., and others. *How To Decide: A Guide for Women*. New York: College Entrance Examination Board, 1975. (Good workbook.)

Skills for Living: A Developmental Approach to Life Skills Programming in the Correctional Service of Canada. n.p.: Education, Training & Employment, Correctional Service of Canada, Pacific Region, 1984. (Complete course in modules with student and instructor workbooks.)

Tools For Change: A Curriculum About Women and Work. New Westminster, B.C.: Douglas College, Community Programs and Services, 1982. (Good resource book.)

Wilson, Stephanie. Getting Organized: The Easy Way To Put Your Life In Order. New York: Warner Books, 1978. (Time and space organization tips for women.)

Other Print Materials

Alberta Consumer and Corporate Affairs - Tip sheets on a variety of consumer topics, booklets such as Making the Most of Your Money, Moving Out.

Brochures on Stress, Coping With Life, Lifestyles, Kids, Feelings & Your Child, and more available from Canadian Mental Health Association.

Canadian Consumer
Consumers Association of Canada
2660 Southvale Crescent, Level 3
Ottawa, Ontario K1B 5C4

Stress Blue Print for Health Series. Volume XXV. No. 1. Chicago: Blue Cross Association, 1974. (Pamphlet.)

A Consumer Education Kit. Victoria, B.C.: Consumer Education Division, Ministry of Consumer and Corporate Affairs, 198?. (Fact sheets and teacher's guide.)

Films

Job Skills Access Alberta Colour Series of 8 Geared to unemployed or underemployed adults. Vignettes presented to studio audience, a Life Skills class. Leader's manual available. Titles include: Why Work? Self Assessment, Searching for Employment, Job Interviews, Employer/Employee Relations, Working With People, Living With Work, Moving On.

Laurette NFB Black and White 20 mins. Portrays a young separated mother facing her fears.

The Money Marketplace PEMC Colour Kit of 4, 7-12 mins. each. Explores consumer credit and money management.

On Our Own NFB Colour 27 mins. Explores why so many poor adults are women--they have not been trained for wage-earning work or prepared for financial planning.

Safer Than A Sock PEMC Colour 30 mins. Story of a man who faces up to his inability to read and write. A booklet, 'Banking for New Adult Readers', available from Access Alberta.

They Appreciate You More NFB & CEIC Colour 15 mins. A conventional nuclear family copes with some of the problems of a mother working outside and inside the home. Interesting for mixed audiences.

Twelve and a Half Cents NFB Colour 49 mins. Powerful drama reflecting the frightening realities of family life in big city ghettos.

Voyage PEMC Colour Series of 30, 30 mins. each Series on self-discovery and career planning.

You Pack Your Own Chute MEC Colour 30 mins. Vignettes show how one woman recognized and overcame unrealistic fears.

Other Resources

See Life Skills Units.

PART IV

LIFE SKILLS UNITS

DEFINITION, EXPLANATION, AND INDEX OF UNITS

Definition

Life Skills units include human relations, problem solving, and self-management topics which provide a basic foundation for Employment Readiness Skills.

Explanation

Each sample unit contains information listed under these headings:

Purpose,
Topics,
Prerequisites,
Key Ideas,
Sample Learning Objectives,
Sample Learning Activities,
Resources.

Instructors are encouraged to determine the selection and organization of objectives and activities according to the goals and needs of the learners.

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13. Critical Thinking Skills 163
14. Maintaining Personal Health 173
15. Problem Solving Skills 183
16. Using Community Resources 191

Basic Communication Skills

BASIC COMMUNICATION SKILLS

Purpose

This unit is designed to develop basic attending and questioning skills required to interact with others in a learning group, at work and in daily life. Understanding and practicing these skills increases self-awareness and awareness of others and contributes to an improved self-concept.

Topics

Non-verbal Attending Behaviours
Listening Skills
Receiving Feedback
Questioning Skills
Interacting With Others

Key Ideas

- Effective communication skills are a foundation for successful management of personal affairs and contribute to improved self-concept.
- Communication skills are learned. Improved skills can be acquired with practice.
- The main impact of a message is non-verbal.
- The skills of attending, responding, and questioning are necessary to find and keep a job.

* Good attending behaviours include appropriate eye contact, body posture, verbal following, paraphrasing, and reflecting.

* A willingness to listen and acknowledge the opinions of others is required for effective communication.

* Basic questioning techniques include what, when, where, who, why, and how questions.

* Feedback increases self-awareness by discovering how others interpret our words, actions, and expressions. Feedback may be positive, negative, or neutral.

* Understanding and respecting personal feelings and the feelings of others can assist people to deal more openly and effectively with each other.

Sample Learning Objectives

1. Describe the purposes of communication and identify barriers to communication.

2. Demonstrate effective non-verbal attending behaviours.

3. Demonstrate effective listening behaviours:

e.g.
- The student will identify good listening behaviours modelled in a live or video-taped interview situation.
- The student will use good listening techniques in a practice exercise by listening for main ideas, important details and information, directions, supporting reasons, order of details, inferences and indications of how to apply information.
- The student will demonstrate good listening techniques in an observed, check-listed, real or simulated interview situation.

4. Give examples of the ways in which feelings affect communication.

5. Distinguish between open and closed questions and demonstrate the advantages of each.

6. Demonstrate use of speaking skills to ask questions in a clear voice, with appropriate volume, speed, and intonation.

7. Demonstrate improved effectiveness in giving and receiving feedback.

8. Demonstrate skills required to meet and interact with others.

Sample Learning Activities

- Brainstorm and list reasons for communication and ways people communicate. Discuss differences between male and female communication styles.

- From a simulated interview, identify verbal and non-verbal encouragers and discouragers.

- Role-play effective attending behaviours:

  * eye contact;
  * positive body posture;
  * facial expression.

- List phrases and questions which keep a conversation going and use these encouragers in a role-play.

- Practice listening to a statement and paraphrasing the most important point.

- Using a video, film, or role-play:

  * listen to what is said;
  * observe posture and facial expression;
  * identify the feelings being projected;
  * make a reflecting or mirroring remark.

- Give examples of ways in which feelings help or hinder communication.

- Debate the advantages and disadvantages of expressing feelings.

- Using video, film, or role-play, observe questioning and answering behaviours. Determine which questions are required to get the information needed.

- Compare and discuss the purposes of open and closed questions.

- Practice asking what, when, where, who, why, and how questions appropriately to get information.

- Compare recorded conversational voices to identify appropriate voice clarity, volume, speed, and tone. Practice appropriate speaking behaviours when asking for information.

- List examples of feedback and discuss whether each example is positive, negative, or neutral. Discuss the value of receiving feedback.
- Research several ways of giving and responding to feedback.
- Using role-play and video recording equipment, practice interviewing. Practice giving and receiving constructive feedback.
- Discuss contemporary social customs of language and behaviour in various settings.
- Practice initiating conversations with peers and non-peers.
- Make a list of helpful and harmful group behaviours.
- Practice helpful group behaviours in the classroom.
- Practice effective communication skills in daily life. Report on responses made by others.

Resources

Books

Adler, Ronald B., and Neil Towne. Looking Out/Looking In. 3rd ed. Toronto: Holt Rinehart, & Winston, 1981. (Interpersonal communications skills text for college students.)

Communication Research Associates. Communicate! A Workbook for Interpersonal Communication. 2nd ed. Dubuque, Iowa: Kendall/Hunt, 1978. (Useful collection of lesson ideas and exercises.)

Creating A Career: Career Planning and Job Search Workbook and Instructor's Manual. Prince Albert, Sask.: Training Research and Development Station, Manpower & Immigration, 1974. (Detailed, flexible curriculum.)

Discovering Life Skills With Women. Volumes 1,2,3. Toronto: YWCA of Metropolitan Toronto, 1976, 1980, 1983. (Dozens of life skills exercises and strategies to manage personal affairs.)

Employment Readiness & Living Skills Curriculum Guide & Resource Manual. Saskatchewan: Saskatchewan Continuing Education, Adult Basic Education, 1982. (Resource manual contains dozens of useful exercises and handouts geared to ABE classes.)

Hearn, Joan. More Life Skills. Ottawa: Advanced Development Division, Occupational & Career Analysis & Development Branch, Employment & Immigration Canada, 1983. (31 lesson plans to teach adults communication skills, critical thinking, and self-management.)

Life Skills Series. Edmonton, Alberta: Life Skills Training Centre, 198?. Three titles:
- Dynamics of Life Skills Coaching,
- Life Skills Coaching Manual,
- Readings in Life Skills.

Pfeiffer, J. William and John F. Jones, Editors. *The Annual Handbook for Group Facilitators*. LaJolla, Calif.: University Associates, 1972-83. (Annual handbooks contain literally hundreds of invaluable activities, many related to communication skills.)

Renner, Peter Franz. *The Instructor's Survival Kit: A Practical Handbook of 60 Strategies for Classroom Learning*. Vancouver: Training Associates, 1978. (Techniques and classroom strategies for teaching adults.)

Sathre, Freda S., and others. *Let's Talk: An Introduction to Interpersonal Communication*. 2nd ed. Glenview, Ill.: Scott, Foresman & Co., 1977. (Basic text for college students.)

Skills For Living: A Developmental Approach to Life Skills Programming in the Correctional Service of Canada. n.p.: Education, Training & Employment, Correctional Service of Canada, Pacific Region, 1984. (Complete course in modules with student and instructor workbooks.)

Stone, Janet, and Jane Bachner. *Speaking Up: A Book for Every Woman Who Wants to Speak Effectively*. Toronto: McGraw-Hill, 1977.

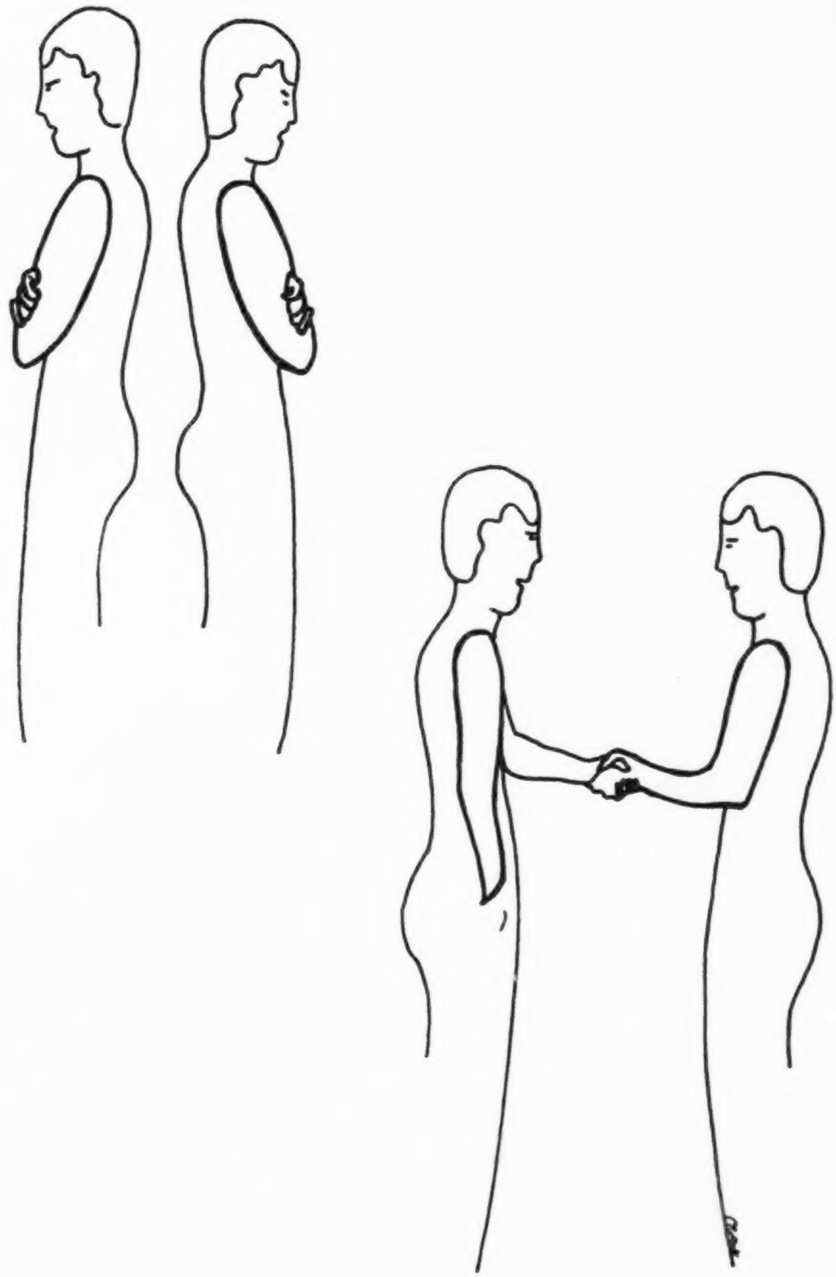
Films

Communication Skills: Learning to Listen & Express Yourself FVC Colour Slide sound production for high schools. Instruction in communication skills to become more effective listeners. Teacher's guide included.

Job Skills Access Alberta Colour Series of 8 Geared to unemployed or underemployed adults. Vignettes presented to studio audience, a Life Skills class . Leader's manual available. Titles include: Why Work?, Self Assessment, Searching for Employment, Job Interviews, Employer/Employee Relations, Working With People, Living With Work, Moving On.

Many Hear - Some Listen PEMC Colour 12 mins. Examines a variety of ineffective listening styles.

Conflict Resolution & Assertiveness Skills



CONFLICT RESOLUTION AND ASSERTIVENESS SKILLS

Purpose

This unit is designed to introduce basic conflict resolution and assertiveness skills for more effective communication on the job and in daily living.

Topics

Defining Assertiveness
Reasons for Assertive Communication
Techniques
Rehearsals
Dealing With Conflict

Prerequisites

Competency in basic communication and critical thinking skills.
Knowledge of using community resources.

Key Ideas

* Conflict is an integral part of life. Conflict may be managed constructively.

* Assertiveness is used to reach a workable compromise.

- Assertive communication can help adults look after their own interests without compromising the rights of other people.

- The accurate expression of ideas and feelings increases self-esteem and can help build relationships.

- Understanding and acceptance of personal rights and responsibilities is necessary for effective assertive communication.

- Assertiveness skills develop over time with practice and feedback.

Sample Learning Objectives

1. Distinguish between assertive, aggressive, indirectly aggressive, and passive behaviours:

e.g. - The student will identify assertive, aggressive, indirectly aggressive, and passive behaviours modelled in a live or video-taped interview situation.

- Given examples of each of the above behaviours, the student will identify verbal and non-verbal cues and describe positive and negative outcomes.

2. Describe personal assertiveness skills and barriers to assertiveness.

3. Demonstrate basic assertiveness techniques.

4. Describe the advantages of using attending skills and assertiveness to resolve conflict.

5. Demonstrate how responsible assertive behaviour can be used to achieve a workable compromise.

Sample Learning Activities

- Observe examples of assertive, aggressive, indirectly aggressive, and passive behaviours.

- Compare these behaviours in terms of:

    * feelings of both people;
    * non-verbal communication styles;
    * outcomes for both people;.
    * appropriateness for the situation.

- Given a list of situations, prepare assertive, aggressive, indirectly aggressive, and passive responses.

- List advantages and disadvantages of each type of response.

- Discuss the appropriate use of assertive communication in relationships such as:

    * male-female;
    * employee-employer;
    * parent-child;
    * minority group member-majority group member.

- Discuss common assumptions made about personal rights when communicating on the job and socially.

- Complete a self-assessment of assertiveness strengths and weaknesses.

- List personal situations to be handled more assertively, noting:

    * who is involved;
    * what issue is involved.

- Using critical thinking skills, examine personal barriers to assertive communication.

- Research and practice techniques of appropriate assertive communication for situations such as:

    * giving and receiving compliments;
    * saying no;
    * making requests;
    * handling criticism;
    * giving criticism to others.

- Research and practice ways to prepare for assertive communication:

  * relaxation techniques;
  * handling irrational thoughts;
  * clarifying feelings and goals;
  * anticipating consequences.

- Using role-play and video recording equipment, practice assertive communication techniques for situations:

  * at work;
  * with family;
  * with friends.

- Discuss the consequences and get feedback.

- Discuss various types of conflicts and ways to resolve conflicts.

- Examine possible outcomes of conflict:

  * win-lose;
  * no-win;
  * no-lose.

- Discuss various methods to resolve conflict. Compare outcomes.

- Find examples of negotiation and compromise.

- Given several situations, discuss how attending skills and assertiveness techniques can be used to develop a no-lose solution.

- Using role-play and video recording equipment, practice techniques to resolve a personal conflict:

  * at work;
  * at home;
  * as a consumer.

  Get feedback on performance.

- Use assertive communication skills and conflict resolution techniques in daily living. Report on progress at regular intervals.

Resources

Books

Adler, Ronald B., and Neil Towne. *Looking Out/Looking In*. 3rd ed. Toronto: Holt Rinehart, & Winston, 1981. (Interpersonal communications skills text for college students.)

Bach, George R., and Peter Wyden. *The Intimate Enemy*. New York: William Morrow, 1969.

Bloom, Lynn Z., and others. *The New Assertive Woman*. New York: Dell, 1975.

Bower, Sharon Anthony, and Gordon H. Bower. *Asserting Yourself: A Practical Guide for Positive Change*. Reading, Mass.: Addison-Wesley, 1976. (Step-by-step program to improve self-esteem, manage stress, look and feel assertive, develop social skills.)

Cammack, Victoria. *Assertive Training for the Mentally Handicapped*. Sponsored by Continuing Education School District 42, Maple Ridge, and Community Programs & Services, Douglas College. Victoria, B.C.: B.C. Ministry of Education, Continuing Education Division, 1983.

Cammaert, Lorna P., and Carolyn C. Larsen. *Woman's Choice: A Guide to Decision Making*. Champaign, Illinois: Research Press, 1979. (Workbook format. Suitable for all women.)

Davis, Martha, and others. *The Relaxation & Stress Reduction Workbook*. 2nd ed. Oakland, Calif.: New Harbinger, 1982. (Easy to read. Covers many techniques, e.g. self-hypnosis, time management, refuting irrational ideas, progressive relaxation, etc.)

Lange, Arthur J., and Patricia Jakubowski. *Responsible Assertive Behaviour*. Champaign, Ill.: Research Press, 1976. (A trainer's guide for assertiveness skills groups.)

Lazarus, Arnold, and Allen Fay. *I Can If I Want To*. New York: William Morrow, 1975. (Basic self-help book for personal problem solving.)

Patterson, Gerald R. *Families: Applications of Social Learning to Family Life*. Revised. Champaign, Ill.: Research Press, 1975. (A behavioural approach to managing family conflicts.)

Pfeiffer, J. William, and John F. Jones, Editors. *The Annual Handbook for Group Facilitators*. LaJolla, Calif.: University Associates, 1972-83. (Annual handbooks contain literally hundreds of invaluable activities, many related to communication skills.)

Sathre, Freda S., and others. *Let's Talk: An Introduction to Interpersonal Communication*. 2nd ed. Glenview, Ill.: Scott, Foresman & Co., 1977. (Basic text for college students.)

Smith, Manuel J. *When I Say No, I Feel Guilty*. New York: Bantam Books, 1975.

Warschaw, Tessa A. *Winning By Negotiation*. New York: Berkeley, 1980.

Films & Videos

We Can Work It Out PEMC Colour 30 mins. Filmed at a training session for executives to explore reactions to a power struggle. Part of Understanding Behaviour in Organizations series.

When I Say No I Feel Guilty CEIC & MEC Colour 30 mins. Presents assertiveness techniques.

Critical Thinking Skills

CRITICAL THINKING SKILLS

Purpose

This unit is designed to develop skills to critically examine information, ideas, and beliefs. These critical thinking or reasoning skills are required for successful life planning and for personal and on-the-job problem solving.

Topics

Gathering Information
Analyzing Information
Evaluating Information

Prerequisites

Knowledge of basic communication skills.

Key Ideas

* Our experiences and assumptions affect our ability to make fair judgements. The more accurate our assumptions, the better our decision-making and problem solving will be.

* Critical thinking is a process of checking assumptions, obtaining information, evaluating information, and using information to increase understanding and solve problems.

- Critical thinking skills can be learned.

- Critical thinking skills can be used to predict consequences and make good decisions and plans.

- Critical thinking skills enable us to solve problems in a systematic rather than a trial-and-error manner.

Sample Learning Objectives

1. Identify some difficulties in trying to evaluate information.

2. Demonstrate how to gather information by:

   * recalling;
   * observing;
   * recording.

3. Describe how to avoid making snap decisions.

4. Distinguish between assumptions, factual claims, and personal opinion.

5. Describe ways to assess the validity of assumptions and observations made by others.

6. Give examples of general techniques used in persuasive materials and arguments.

7. Compare data from two or more sources to make a consumer decision.

8. Identify cause and effect relationships when they do and do not occur.

Sample Learning Activities

- Observe a series of events on film, television, or in a role-play. Give examples of several different ways to interpret the events.

- Discuss factors that cause different interpretations of the same event:

  * past experience;
  * assumptions about human behaviour;
  * expectations;
  * knowledge;
  * personal moods;
  * social roles;
  * cultural differences.

- Given a topic to investigate, obtain data by:

  * recalling experiences and knowledge;
  * observing events and people;
  * asking self and others fact-finding questions.

- Record data by taking notes, using own words. Translate difficult abstract terms and data into simpler terms.

- Discuss the advantages and disadvantages of making snap judgements and decisions.

- Listen to a point of view that differs from your own. Use good attending skills to ensure an understanding of the other person's main points. List any new information gathered.

- Investigate common sources of information and list any which are free from bias.

- Using newspaper articles or social conversations, find:

  * claims which may be true or false;
  * personal claims or opinions.

- Given a topic, make a factual claim and a personal claim.

- For each claim made by another person, decide:

  * I believe that;
  * I need to know more;
  * I do not believe that.

- Discuss relevant and non-relevant information, in a story.

- Examine factors involved in assessing validity of claims, e.g.:

  * who made the observation;
  * how the observation was made.

- Prepare a list of standards to rate and classify data. Practice applying these standards to verify observations of others.

- Examine a variety of advertisements and describe the techniques used to appeal to an audience. Give examples of emotional appeals, use of faculty assumptions, and use of inappropriate analogies. Report on techniques which are successful.

- Discuss persuasive techniques used in other settings.

- Discuss the value of obtaining information from more than one source.

- Given a topic, obtain information from at least two different sources. Note discrepancies, similarities, and interrelationships. Apply standards to verify the information.

- Discuss consequences of holding a particular point of view.

- Describe situations when consequences were accurately and inaccurately predicted. Trace the events of each situation through time to determine what brought about the results.

- Find examples of events which may appear to have a cause and effect relationship. Discuss whether such a relationship does exist.

Resources

Books

Adler, Ronald B., and Neil Towne. *Looking Out/Looking In*. 3rd ed. Toronto: Holt Rinehart, & Winston, 1981. (Interpersonal communications skills text for college students.)

Communication Research Associates. *Communicate! A Workbook for Interpersonal Communication*. 2nd ed. Dubuque, Iowa: Kendall/Hunt, 1978. (Useful collection of lesson ideas and exercises.)

Consumer Education 9/10: Media Resources. Interim Edition. Victoria, B.C.: B.C. Ministry of Education, 1982.

Consumer Education 9/10: Teacher Resource Manual: Volumes 1 & 2. Victoria, B.C.: B.C. Ministry of Education and Ministry of Consumer and Corporate Affairs, 1982. (Good, detailed activities and resources.)

Consumer Education 12 Curriculum Guide 1983. Victoria, B.C.: B.C. Ministry of Education, Curriculum Development Branch, 1983. (Units on financial management, rights and responsibilities, employment.)

de Bono, Edward. *CORT Thinking*. Willowdale, Ont.: Pergamon Press, 1976. (Teacher's notes and lesson cards.)

Discovering Life Skills With Women. Volumes 1,2,3. Toronto: YWCA of Metropolitan Toronto, 1976, 1980, 1983. (Dozens of life skills exercises and strategies to manage personal affairs.)

Gelatt, H.B., and others. *Decisions and Outcomes*. New York: College Entrance Examination Board, 1973.

Gelatt, H.B., and others. *Decisions and Outcomes: A Leader's Guide*. New York: College Entrance Examination Board, 1973. (Workbook and suggested class activities for secondary school students and adults.)

Hearn, Joan. *More Life Skills*. Ottawa: Advanced Development Division, Occupational & Career Analysis and Development, Employment and Immigration Canada, 1983. (31 lesson plans to teach adults communication skills, critical thinking, and self-management.)

Lasurus, Arnold, and Allen Fay. *I Can If I Want To*. New York: William Morrow, 1975. (Basic self-help book for personal problem solving.)

Sathre, Freda S., and others. *Let's Talk: An Introduction to Interpersonal Communication*. 2nd ed. Glenview, Ill.: Scott, Foresman & Co., 1977. (Basic text for college students.)

Skills for Living: A Developmental Approach to Life Skills Programming in the Correctional Service of Canada. n.p.: Education, Training & Employment, Correctional Service of Canada, Pacific Region, 1984. (Complete course in modules with student and instructor workbooks.)

Other Print Materials

Moving Out booklet and tip sheets on a variety of consumer topics available from Alberta Consumer and Corporate Affairs.

Films

Advertising PEMC Colour Kit of 4, 20-30 mins. Each kit includes booklet of background information to provide basis for discussion of advertising, patterns of consumption, & social values.

Clear Thinking: How to Improve Your Reasoning Skills FVC Colour. Slide sound production for high schools. How to improve thinking skills and avoid common mistakes in reasoning. Teacher's guide included.

Job Skills Access Alberta Colour Series of 8 Geared to unemployed or underemployed adults. Vignettes presented to studio audience, a Life Skills class. Leader's manual available. Titles include: Why Work? Self Assessment, Searching for Employment, Job Interviews, Employer/Employee Relations, Working With People, Living With Work, Moving On.

Killing Us Softly: Advertising's Image of Women NFB, PEMC, CEIC, Colour 28 mins. Stimulates discussion about stereotyping and the power of advertising to shape attitudes and behaviour.

Listening: The Problem Solver PEMC Colour 20 mins. Examines bad listening habits and how to control them. Presents three types of listening.

Perception - The Eye Within PEMC Colour 12 mins. Explains how the messages our brains receive are filtered by our senses, feelings, philosophy, and past experiences.

Think Twice: The Persuasion Game PEMC Colour 19 mins. Vignettes dramatize ways in which certain emotional appeals are used to persuade us.

Maintaining Personal Health

MAINTAINING PERSONAL HEALTH

Purpose

This is a basic unit designed to develop an understanding of physical and mental health and good health care standards for work.

Topics

Grooming and Routine Health Care
Nutrition
Fitness
Safety
Mental Health
Family Violence
Alcohol and Drug Abuse

Key Ideas

- Job seekers must demonstrate good grooming habits, health standards, and fitness levels appropriate to their work.

- Proper nutrition and exercise can help to maintain health. Adults with a low income can develop strategies to maintain adequate standards of nutrition and exercise for themselves and their families.

- Adults can effectively apply the basic principles of safety at work and at home.

- Good physical and mental health together contribute to a satisfying lifestyle and a positive self-concept.

- Family violence and alcohol and drug abuse impair mental and physical health, and ability to function at work and at home.

Sample Learning Objectives

1. Describe the importance of appearance on the job and the relationship of health to appearance:

e.g. - The student will select clothing and accessories appropriate to work situations.

- The student will demonstrate good personal hygiene and appropriate use of cosmetics.

- The student will demonstrate good posture and movement.

- The student will manage common minor health problems.

2. Identify personal and family health needs.

3. Explain the importance of nutrition and identify ways to achieve good nutrition.

4. Construct a personal fitness program.

5. Demonstrate basic safety practices.

6. Outline components of a balanced lifestyle and healthy mental attitude.

7. Locate and use resources to solve personal problems such as:

   * family violence;
   * violence against women and children;
   * alcohol and drug abuse.

Sample Learning Activities

- Using resource materials and guest speakers, examine standards of good grooming:

    * personal cleanliness and tidiness;
    * posture;
    * appropriate dress for work;
    * appropriate use of cosmetics.

- Explore the costs of good grooming by pricing clothing and personal hygiene items required for work.

- Using pictures or examples, describe reactions to appearance and discuss first impressions.

- Investigate ways in which health affects appearance.

- Using films, guest speakers, or resource materials, discuss aspects of routine health care:

    * medical/dental needs;
    * community medical care assistance;
    * costs of medical and dental care;
    * management of common minor health problems;
    * management of chronic health problems.

- Discuss preventative health care.

- Monitor and record personal eating habits.

- Study principles of good nutrition.

- Research ways to plan nutritious meals:

    * for self;
    * for family;
    * with limited money;
    * for weight loss or gain.

- Using guest speakers or resource materials (e.g. FIT-KIT or The Measure of Fitness), discuss basic concepts of fitness and assess personal fitness levels.

- Report on personal fitness needs for:

  * general health;
  * workplace;
  * recreation;
  * self-defence.

- Research exercise programs and prepare a personal exercise plan.

- View films or demonstrations and list basic safety and first aid principles for use at home and at work.

- Investigate the relationship between mental and physical health. Discuss stress - advantages, disadvantages, management techniques.

- Use a resource person to learn about patterns of abuse:

  * child abuse, spouse battering, sexual abuse;
  * alcohol and drug abuse.

- Report on community resources to deal with problems of abuse.

- Discuss patient rights and responsibilities. Discuss criteria for choosing a helper.

Resources

Books

Boston Women's Health Collective. Our Bodies, Ourselves: A Book By and For Women. 2nd ed. New York: Simon & Schuster, 1976.

Davis, Martha, and others. The Relaxation & Stress Reduction Workbook. 2nd ed. Oakland, Calif.: New Harbinger, 1982. (Easy to read. Covers many techniques, e.g. self-hypnosis, time management, refuting irrational ideas, progressive relaxation, etc.)

Delparte, Linda, and others. An Alternative Route: Towards Adult Education for the Mentally Handicapped. Vancouver, B.C.: Vancouver Community College, Continuing Education, 1979. (A curriculum outline.)

Eat Better, Live Better. Reader's Digest Editors. New York: Random House, 1982. (Basic book on nutrition, food buying and storage, recipes, meal planning, basic diets.)

Forman, Norm. The Therapy Kit: A Consumer's Guide to Counselling and Psychotherapy. Toronto: no publisher, no year. (Author's address: 400 Dupont Street, Toronto, M5R 1V9) (Brief and practical booklet.)

Kirsch, Sharon. Unemployment: Its Impact on Body & Soul. no city: Canadian Mental Health Association, 1983.

Other Print Materials

B.C. Ministry of Health. Local Health Units have pamphlets and Directory of Community Nutrition Services in British Columbia.

B.C. Ministry of Health, Alcohol and Drug Commission. Pamphlets, videos, and films available. Free.

Directory of Services for Greater Vancouver Annual publication - Greater Vancouver Information and Referral Service.

Workers' Compensation Board of B.C. Literature and films on safety. Free.

FIT-KIT. Developed by Fitness and Amateur Sport Canada. (Instructions for Canadian Home Fitness Test.)

Making The Most of Your Money: Consumer Education Materials for Use With Northern Native People. Edmonton: Alberta Consumer and Corporate Affairs, Consumer Education and Information, 1984. (Suitable for ABE, non-natives and natives. Covers budgeting, banking, food shopping.)

The Measure of Fitness. Developed by Participaction. (Fitness information and assessment kit.)

Moving Out. Edmonton: Alberta Consumer and Corporate Affairs, Consumer Education and Information, 1983. (Magazine and Instructor's Guide for use with young adults. Topics include money, credit, resources, housing, transportation, lifestyle.)

Canada Health and Welfare. Health Promotion Directorate. Literature on drugs, family living, sexuality, women's health issues, the elderly, children's safety, nutrition, etc. Free. Excellent teachers' resource kit on shopping and budgeting available on loan.

B.C. Nutrition Council. Resource list and review of current publications available for nominal charge.

Canada. Fitness and Amateur Sport. Fitness resource and assessment materials available for individuals and group leaders.

St. John Ambulance. Books on safety, self-help, and first aid.

Materials on health are also available from Canada Cancer Society, Canadian Diabetes Association, B.C. Heart Foundation, Planned Parenthood Federation of Canada.

Canadian Mental Health Association. Materials available for nominal charge on stress, coping with various aspects of life (unemployment, separation, aging, etc.), mental health and illness, emotions, family life, lifestyles, and parenting. Check at local Mental Health Unit.

S.A.R.A. Society. Materials on every aspect of sexual assault.

Canadian Advisory Council on the Status of Women. Publications on health, aging, violence against women.

Vancouver Status of Women. Newspaper and publications on provincial resources for women.

Films

The Advertising and Nutrition Kit PEMC Colour Series of 4, 20-30 mins. each. Examines food advertising, the Four Food Groups, food processing and additives, sensible food shopping, & exercise. Teacher's guide included.

Feelin' Great NFB Colour 22 mins. Explains why the human body needs exercise, discusses types of exercise and suggestions for making such activities part of daily life.

The Food Show: Parts I and II PEMC Colour 24 mins. each Explores myths and realities of fast foods, nutritional content of foods, tips on buying and storing foods. Produced by Consumer Reports.

Just For Me NFB Colour 27 mins. Documents three women's experiences with fitness and sport. Support material available.

A Right To Refuse? NFB Colour 14 mins. Stimulates discussion about a worker's right to refuse dangerous work.

Think Before You Eat NFB Colour 28 mins. Examines eating habits.

Your Move NFB Colour 23 mins. Explores participation in all kinds of sports by women of all ages.

Other Resources

"Dial-a-Dietician" 254-7821 (Vancouver)

Local Recreation Commission, YMCA, and YWCA

B.C. Dietician & Nutritionists Association - Speakers Bureau

Planned Parenthood Federation of Canada

B.C. Ministry of Labour, Vocational Rehabilitation Service.

Resource persons from local Health Unit, Mental Health Unit, Ministry of Human Resources, Community Services offices, self-help groups, and social service agencies.

(See also Unit 10 - Strategies to Manage Personal Affairs and Unit 16 - Using Community Resources

Problem Solving Skills

PROBLEM SOLVING SKILLS

Purpose

This unit is designed to introduce methods of problem solving for the management of personal affairs and for use at work.

Topics

Methods of Problem Solving
Recognizing and Defining the Problem
Choosing a Solution
Implementing a Solution
Evaluation

Prerequisites

Competency in basic communication skills and critical thinking skills.
Knowledge of community resources.
Knowledge of conflict resolution and assertiveness skills.

Key Ideas

* Rational problem solving skills can help adults make decisions and manage their lives successfully.

* Problem solving is a process using critical thinking, self-awareness, and communication skills.

- Steps in solving a problem include recognition, generation and evaluation of alternatives, implementation and evaluation of a solution.

- Problem solving skills improve with practice.

Sample Learning Objectives

1. Identify alternative methods of solving problems.

2. Apply steps to solve a problem using an approach such as:

   - identify a problem;
   - identify desired outcomes and possible solutions;
   - establish criteria to evaluate alternatives;
   - develop and implement a plan;
   - evaluate and adjust the plan.

Sample Learning Activities

- From observation and personal experience, give examples of different types of problems, e.g. with self, with family, with co-workers, with employer.
- Discuss methods to solve problems. Discuss outcomes and determine whether the style of problem solving was appropriate for the situation.
- Investigate rational and irrational problem solving behaviours. Discuss advantages and disadvantages.
- Using fact-finding questions and personal reflection to:

  * recognize a problem;
  * determine severity of the problem;
  * accept responsibility, where appropriate;
  * determine what can be changed and what cannot be changed;
  * determine personal needs and values.

- Report a problem and a personal goal to be achieved by solving the problem. Explain how to identify when the goal is achieved.
- Study brainstorming techniques.
- Brainstorm possible solutions to a problem.
- Obtain additional information needed to evaluate proposed solutions. Evaluate information using critical thinking skills.
- List factors to be considered in evaluating alternative solutions:

  * agreement with personal values and priorities;
  * possible positive outcomes for self and others;
  * possible negative outcomes for self and others;
  * difficulty of implementation.

- Construct a chart to evaluate alternatives. Select the best personal solution.

- Using relaxation and visualization techniques, imagine a future point in life given:

  * positive outcomes from chosen solution;
  * negative outcomes from chosen solution.

- Discuss reactions. Reaffirm or re-evaluate the alternative selected.

- Discuss force-field analysis. Analyze the proposed solution by:

  * listing helping and hindering forces, internal and external;
  * brainstorming ways to minimize hindering forces and maximize helping forces.

- Discuss principles of successful action planning:

  * goals - personal, realistic, observable, short-range, written;
  * steps - small, specific, timed, rewarded.

- List tasks and resources required to implement a solution to a problem. Make plans to involve other people.

- Prepare a time line. Identify appropriate dates for review of progress.

- Anticipate difficulties. Discuss ways of dealing with them.

- Discuss motivation and rewards. Prepare a personal reward system for following through with a plan.

- Make a commitment to implement a plan. Take action.

- At set times, review and discuss progress. Adjust plans when appropriate. Select an alternative solution if necessary.

- Apply the principles of problem-solving to an immediate decision and to a long-term decision.

Resources

Books

Discovering Life Skills With Women. Volumes 1,2,3. Toronto: YWCA of Metropolitan Toronto, 1976, 1980, 1983. (Dozens of life skills exercises and strategies to manage personal affairs.)

Ford, George A., and Gordon P. Lippitt. *Planning Your Future: A Workbook for Personal Goal Setting*. La Jolla, Calif.: University Associates, 1972. (Exercies. Written for adults, considers family needs.)

Gelatt, H.B., and others. *Decisions and Outcomes*. New York: College Entrance Examination Board, 1973.

Gelatt, H.B., and others. *Decisions and Outcomes: A Leader's Guide*. New York: College Entrance Examination Board, 1973. (Workbook and suggested class activities for secondary school students and adults.)

Hearn, Joan. *More Life Skills* Ottawa: Advanced Development Division, Occupational & Career Analysis & Development Branch, Employment & Immigration Canada, 1983. 931 lesson plans to teach adults communication skills, critical thinking, and self-management.)

James, Muriel, and Dorothy Jongeward. *Born to Win*. Don Mills, Ont.: Addison-Wesley, 1971. (Ways to increase self-awareness and self-esteem and improve relationships.)

Life Skills Series. Edmonton, Alberta: Life Skills Training Centre, 198?. Three titles:
- Dynamics of Life Skills Coaching,
- Life Skills Coaching Manual,
- Readings in Life Skills.

Loughary, John W., and Theresa M. Ripley. *Career and Life Planning Guide*. Chicago: Pollett, 1976. (Workbook format. Practical ideas for overcoming problems and making common-sense decisions about work.)

Prep 001 - Planning Your Future. Victoria, B.C.: B.C. Ministry of Education, 1978. (Workbook of projects and assignments. Originally designed as a distance education course.)

Scholz, Nelle T., and others. How To Decide: A Guide for Women. New York: College Entrance Examination Board, 1975. (Good workbook.)

Skills For Living: A Developmental Approach to Life Skills Programming in the Correctional Service of Canada. n.p.: Education, Training & Employment, Correctional Service of Canada, Pacific Region, 1984. (Complete course in modules with student and instructor workbooks.)

Films & Videos

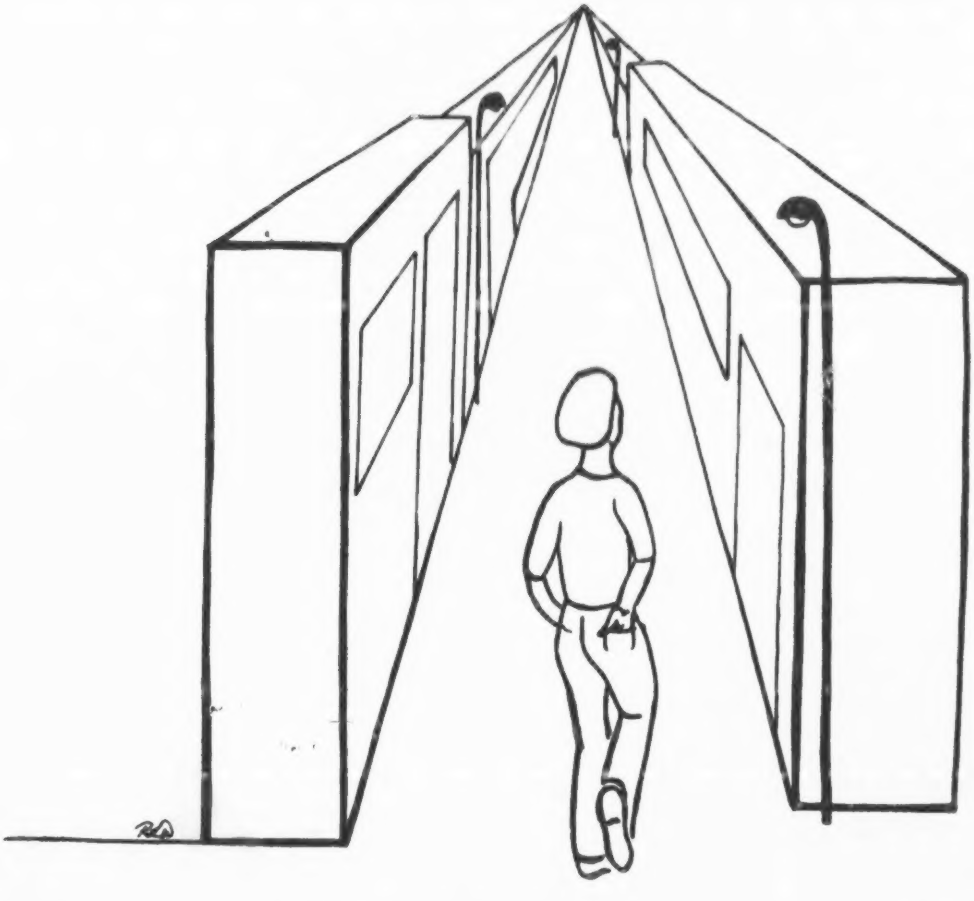
Effective Thinking: Ways of Problem Solving FVC Colour Slide sound production for high schools. Presents a basic problem solving process that can be used by individuals and groups. Teacher's guide included.

Home Feeling: Struggle for a Community NFB Colour 58 mins. Explores an inner city community in Toronto by focussing on several residents and their relationships with police and social service agencies. Contrary to its popular image, the community is working toward a more positive future.

Keep Reaching: The Power of High Expectation. PEMC Colour 30 mins. A story about a man who has "people problems" at work and at home. Through the help of others, he learns how to overcome these problems.

Making a Decision Is ... PEMC Colour 19 mins. Examines decision-making skills.

Using Community Resources



USING COMMUNITY RESOURCES

Purpose

This unit is designed to develop knowledge of community resources for appropriate use. Rights and responsibilities of adults are explored.

Topics

Resource Identification and Access
Rights and Responsibilities
Consumer Awareness
Housing and Transportation
Leisure Activities
Self-Help

Prerequisites

Competency in basic communication skills and critical thinking skills.

Key Ideas

* Skills for effective living in a community include knowing what resources are available and knowing how to use them.

- Community resources can help adults understand and recognize their responsibilities and rights as citizens, community members, consumers, family members, learners, and workers.

- Adults can develop skills for mutual self-help.

Sample Learning Objectives

1. Locate and use resources for information and assistance:

e.g. - The student will use telephone directories and fact-finding interviews to identify community resources for a specified situation.

- For at least three community resources, the student will state name, location, and phone number and describe the purpose of the resource and how to use the resource.

- For a given situation, the student will contact the appropriate community resource and obtain information or assistance.

2. Identify basic responsibilities and rights of adults living and working in a community.

3. Meet basic legal responsibilities.

4. Demonstrate consumer awareness skills.

5. Maintain adequate living and transportation arrangements.

6. Plan constructive use of leisure time.

7. Explain the basic principles of self-help.

Sample Learning Activities

- Using phone directories and other resources, research local community resources. List the services by name and determine:
  - * location and phone number;
  - * purposes;
  - * programs;
  - * ways to obtain services;
  - * availability of volunteer opportunities.

- Investigate types of community services relevant to individual or group needs. Consider services such as:
  - * financial assistance;
  - * legal affairs;
  - * educational opportunities;
  - * employment services;
  - * daycare;
  - * services for women;
  - * family services;
  - * counselling;
  - * unions;
  - * co-operatives;
  - * special needs groups - handicapped, natives, immigrants;
  - * health.

- Use guest speakers or tours to obtain information about services as determined by interest or need.

- Interview a community service worker to learn the purposes of the agency and how to contact the agency. Distinguish between appropriate and inappropriate use of this agency.

- Independently use community resources when appropriate.

- Using discussion, research, and guest speakers, study basic rights and responsibilities of adults as:
  - * citizens;
  - * community members;
  - * consumers;
  - * family members;
  - * learners;
  - * workers.

- Using guest speakers or resource materials, discuss routine legal responsibilities. Explore relevant areas such as:

  - dealing with police;
  - court systems;
  - unemployment insurance and social assistance;
  - marriage and family law;
  - human rights;
  - unions.

- Discuss consumer awareness.

- Study and practice skills to:

  - get information about products;
  - evaluate advertising techniques;
  - shop comparatively;
  - make a complaint.

- Discuss standards for adequate living quarters.

- Obtain information about rental agreements and landlord and tenant rights and obligations.

- Report on community resources to help achieve or maintain adequate living arrangements.

- Discuss skills used to get around in the community:

  - effective use of public transportation;
  - knowledge of car care;
  - use of car pools;
  - planning for a move.

- Discuss present use of leisure time.

- Research local recreational and cultural opportunities for adults, children, and families.

- Prepare a list of low-cost alternative forms of leisure activities.

- Discuss co-operatives and study the principles of a co-operative organization. List local co-operatives.

- Discuss the concept of mutual self-help. Investigate the reasons and ways groups organize for self-help. List local self-help groups.

Resources

Books

Clague, Michael. *An Adult Educator's Resource Kit for Touch Economic Times*. Victoria, B.C.: Continuing Education Division, Ministry of Education, 1983. (Excellent guide to resource materials.)

Consumer Education 9/10: Media Resources Interim Edition. Victoria, B.C.: B.C. Ministry of Education, 1982.

Consumer Education 9/10: Teacher Resource Manual: Volumes 1 & 2. Victoria, B.C.: B.C. Ministry of Education and Ministry of Consumer and Corporate Affairs, 1982. (Good, detailed activities and resources.)

Consumer Education 12 Curriculum Guide 1983. Victoria, B.C.: Ministry of Education, Curriculum Development Branch, 1983. 9 units on financial management, rights and responsibilities, employment.)

Delparte, Linda, and others. *An Alternative Route: Towards Adult Education for the Mentally Handicapped*. Vancover, B.C.: Vancouver Community College, Continuing Education, 1979. (A curriculum outline.)

Employment Readiness & Living Skills Curriculum Guide & Resource Manual. Saskatchewan: Saskatchewan Continuing Education, Adult Basic Education, 1982. (Resource manual contains dozens of useful exercises and handouts geared to ABE classes.)

PLACE: Guided Steps to Employment Readiness. Ottawa: Occupational and Career Analysis and Development, Employment and Immigration Canada, 1980. (Good series of Workbooks, Sourcebooks, Instructor's Manual. Suitable for individual or group use.)

Tools For Change: A Curriculum About Women and Work. New Westminster, B.C.: Douglas College, Community Programs and Services, 1982. (Good resource book.)

Women's Access Resource Manual. 1983 Edition. Collected and compiled by Gail Thompson. New Westminster, B.C.: Douglas College, 1983. (Resources for re-entry women.)

The Women's Self-Help Educational Kit. Compiled by the Women's Self-Help Network. Courtenay, B.C.: North Island Women's Services, 1984. (A two volume handbook and training manual.)

Youth Can Do - *The Vancouver Source: A Reference Handbook for Young Adults.* Vancouver, B.C.: Society for Children and Youth, 1984.

Other Print Materials

Directory of Services for Greater Vancouver - Greater Vancouver Information & Referral Service.

Local telephone directory blue pages and yellow pages.

A Consumer Education Kit. Victoria, B.C.: Consumer Education Division, Ministry of Consumer and Corporate Affairs, 198?. (Fact sheets and teacher's guide.)

Consumers' Association of Canada (B.C. Branch) Information and guidebook for consumers.

Vancouver Status of Women. Newspaper, publications, and guide to B.C. women's movement.

Legal Services Society. Schools Program - free newsletter, curriculum aides, publications catalogue. Public Legal Education - pamphlets. Legal Resource Centre - pamphlets, A.V. catalogue. Law-Line.

People's Law School. Publications, video productions, and lectures on various topics, including welfare rights, unemployment insurance information for natives, etc.

B.C. Ministry of Labour. Women's Programs. Free newsletter and publications.

Canadian Human Rights Commission. Pamphlets.

Moving Out. Edmonton: Alberta Consumer and Corporate Affairs, Consumer Education and Information, 1983. (Magazine and Instructor's Guide for use with young adults. Topics include money, credit, resources, housing, transportation, lifestyle.)

Films & Videos

Complete Consumer. PEMC Colour Series of 8, 15 mins. each. Canadian content, concise explanations, and short, effective dramatizations of consumer problems.

The Money Marketplace. PEMC Colour Kit of 4, 7-21 mins. each. Explores consumer credit and money management.

Plenty of Nothing. NFB Colour 56 mins. Explores the situation of wives who work in family-run businesses.

Other Resources

Local offices of Ministry of Human Resources, Employment and Immigration Canada, Ministry of Labour, Community Services, Better Business Bureau, Legal Aid, Recreation Commission, Unions.

Local self-help groups, e.g. A.A., Al-Anon, Widows Helping Others, B.C. Coalition of the Disabled, Parents in Crisis, Narcotics Anonymous, Overeaters Anonymous.

B.C. Ministry of Consumer and Corporate Affairs. Debtor Assistance Branch - financial counselling.

Dial-A-Law, 687-4680. Call collect from outside Vancouver.

Law-Line, 689-0741.

Social Planning and Review Council of B.C. - study and networks.

B.C. Coalition of the Disabled.

B.C. Human Rights Coalition.

Unemployment Action Centres, 738-5674.

(Also see Unit 10 - Strategies to Manage
Personal Affairs and Unit 14 -
Maintaining Personal Health)

PART V

APPROACHES TO LEARNING AND INSTRUCTION

PRINCIPLES OF ADULT LEARNING

Adult education instructors tend to agree on a number of generalized observations about how and why adults learn. It may be reassuring to discover that these observations are well supported by a steady stream of research studies and syntheses of knowledge about adult learning. The following list is extracted from Knox (1978); similar principles are listed by Kidd (1973), Dickinson (1973), and Brundage and MacKeracher (1980).

1. Performance: Adult learning usually entails change and integration of knowledge, skills, and attitudes to produce improved performance. Adults typically engage in a continuing education activity because they want to use what they learn soon after they learn it.

2. Motivation: The educational goals, sources of encouragement, and barriers that characterize an adult's life situation shape the reasons for participation. Motives are multiple and varied in their specificity and in the extent to which the learner is aware of them. Overly intense motivation becomes anxiety, which interferes with learning.

3. Meaning: Adult learning is more effective when it entails an active search for meaning and discovery of relationships between current competence and new learnings.

4. Experience: An adult's prior experience influences the approach to a learning episode and its effectiveness. Prior learning may either facilitate, interfere with, or be unrelated to new learnings.

5. Learning Ability: Learning ability is relatively stable between 20 and 50 years of age, with gradual decline thereafter; abilities that are associated with adult experience, such as vocabulary, are best maintained and enhanced; and adults who were initially the most able of their age group tend to increase their ability so that the range in abilities increases with age. Adults with the greatest learning ability tend to learn more rapidly and to learn complex tasks more readily.

6. Memory: An adult's ability to remember information depends on the strength of the registration and on the factors operating to erase the registration. The strength of registration depends on intensity, frequency, and importance to the learner. The factors that erase the registration include the passage of time and the activity that follows the exposure. Recall is best under conditions that are similar to the original registration.

7. Condition: An adult's ability to learn can be substantially reduced by poor physical and mental health. Condition and health include both gradual decline into old age and temporary problems. The decline for older adults in their vision and hearing can affect learning. Much can be corrected by glasses, better illumination, hearing aids, and sound amplification.

8. Pacing: Adults typiclly learn most effectively when they set their own pace. Adults vary greatly in the speed at which they learn best. Older learners tend to reduce the speed of learning and to give greater attention to accuracy.

9. Complexity: An adult typically learns best when the learning task is complex enough not to be boring, but not so complex that it is overwhelming.

10. Content: The process of effective learning by adults varies with the content or nature of the learning task.

11. Feedback: Adults learn more effectively when they receive feedback regarding how well they are progressing. This applies to learners of any age. Immediate feedback, recognition, and reward help to shape and reinforce new learning.

12. Adjustment: Adults typically learn less well when they experience substantial social or personal maladjustment. When adults believe they can deal with a situation, it may represent a challenge; when they do not, it may be perceived as a threat.

The teaching of life skills and employment readiness skills is challenging because of the diverse competencies involved. Four areas of teaching these skills may be identified:

- self-assessment - determining what the current situation is and what it ought to be, in order to develop learning goals;
- introduction of new materials and skills;
- reinforcement and application of the learnings;
- extension of the learnings - problem solving and application of skills in everyday life.

An understanding of individual learners' needs, abilities, and confidence levels, and knowledge of the principles of group dynamics are important in the selection of teaching strategies for life skills and employment readiness skills. When selecting instructional techniques for adults, instructors consider several factors:

- characteristics of the particular group of adult learners;
- organization of the learners (in groups, individually, distance education, etc.);
- nature of the learning tasks;
- ability of a teaching technique to aid the learning process;
- abilities of the instructor.

Application and extension of learnings is critical in employment preparation. Opportunities to practice and integrate new skills in everyday life should be provided so that disadvantaged adult learners are gradually able to assume responsibility for their own well-being and to make practical and realistic decisions for the future.

ADVISING AND PLACING STUDENTS

While the intent of ABE Employment Preparation courses is not to achieve basic literacy, improvement in speaking, thinking, and writing may be a by-product of an Employment Preparation course.

Specific unit selections will normally be determined by instructor-student-sponsoring agency conference. In cases where students lack prerequisite life skills for enrolling in Employment Readiness Skills units, instructors may identify Life Skills units and goals to be integrated with Employment Readiness Skills units. Some examples of this type of course design are outlined in Part II - Curriculum Design.

Learning can be severely hampered by pre-occupation with outside unrelated problems or difficulties or by unsuitable groupings of students. To determine appropriate selection of units, scheduling, and student groupings, instructors need to assess the adult student's:

* background and current life situation - life experiences, immediate needs, physical needs, self-concept, social roles and responsibilities, age;
* style of learning;
* expectations of self and environment.

Employment Preparation courss are not intended to take the place of therapy. Adult students in need of counselling should be referred to appropriate college or community resources.

EVALUATION OF STUDENT PROGRESS

In Employment Preparation courses, decisions must be made concerning the method and procedures of evaluating student progress.

Employment Preparation courses are part of a life-long process of learning decision making and problem solving. If adult learners are to improve as problem solvers, it is important that they receive concrete information about their progress and develop skills to evaluate their performance as they go through the course and transfer skills to daily life.

An effective evaluation system reflects the stated instructional goals and learning objectives of a course. Good evaluation is based on the clear definition and communication of expectations, including:

- skills and competencies being assessed;
- performance criteria;
- standards of performance.

Adult learners' progress may be evaluated by instructors, placement counsellors, work experience supervisors, peers, and others. Assessment tools include tests, checklists and rating scales, and attitude measures. The choice of tool depends upon what is being evaluated - verbal information, cognitive strategies, intellectual skills, or attitudes. In addition to external evaluation, students may monitor their own progress through informal quizzes, personal journals, charts or graphs, contracts, and informal feedback.

Some instructors, institutions, and sponsoring agencies prefer or require formal evaluation by tests. However it is possible to record and evaluate student progress on the basis of day-to-day class work, written assignments, participation in class discussions, work experience placements, simulated employment-related activities, etc. These are more natural methods than formal testing and may be less stressful for students.

Most instructors and institutions require follow-up evaluations of student progress to obtain information such as:

* changes in employment rate;
* changes in rate of job turnover;
* changes in hourly wages;
* progress on the job or in occupational training;
* changes in degree of dependency on government;
* maintenance of job search goals and plans.

Guidelines for Constructing Evaluation Instruments

An important aim of the Employment Preparation curriculum is to equip adult learners with the knowledge and skills required to manage personal affairs and to select, seek, and maintain employment. Any testing or rating should therefore emphasize the understanding and application of basic life skills and employment readiness skills rather than the recall or recognition of isolated facts. The following guidelines are suggested to facilitate the task for both student and instructor.

First, the purpose of evaluation should be clear, so that evaluation instruments can be constructed to suit that purpose. Typically, three types of tests or rating scales are commonly used, each with a distinct purpose.

> Placement tests find out if a course is appropriate for a student. Do students know the course content and skills already? If not, do they know enough to begin?
>
> Formative tests measure how well students are achieving learning objectives, for the purpose of improving instruction. When objectives are not met, the material may need to be retaught or additional practice assigned. These tests are not used in the determination of letter grades for students.
>
> Summative tests determine if learning objectives have been attained to such an extent that a student has 'completed' a unit or course of instruction. These tests may be used to determine letter grades, and/or competence to proceed to a new learning objective.

Other uses of tests may include providing motivation, increasing retention and transfer of ideas and skills, or increasing understanding. In these senses, they are more akin to instructional techniques than assessment devices.

General Principles of Test Construction (Gronlund, 1977)

1. Tests should measure clearly defined learning outcomes that are in harmony with the instructional objectives.

2. Tests should measure a representative sample of the learning outcomes and subject matter included in the instruction.

3. Tests should include the type of test items that are most appropriate for measuring the desired learning outcomes.

4. Tests should be designed to fit the particular uses to be made of the results.

5. Tests should be as reliable as possible and should then be interpreted with caution.

6. Tests should be used to improve student learning.

7. The format of the tests should not be more difficult than the material being assessed.

Test results may be norm-referenced - i.e. may indicate how an individual's performance compares to that of others - or may be criterion-referenced - i.e. indicating how performance compares to a pre-set standard. Criterion-referenced testing may also be called mastery testing. Letter grade systems may be developed for either approach. Whichever is used, a score interpretation guide should be prepared for students and other instructors.

It should be noted, however, that evaluation is not the same as grading. Evaluation is, at best, a continuous process which enables both learner and instructor to control learning, somewhat along the lines of a system's thermostat.

PART VI

SELECTED RESOURCES

INSTRUCTIONAL RESOURCES: PRINT MEDIA

This section contains brief annotations of books frequently listed as resources in the foregoing units. It is not intended to be a comprehensive listing of all resources available. Instructors knowing of other consistently useful resources are requested to forward titles (with author, publisher and brief annotations) to the Coordinator of Adult Basic Education, Ministry of Education, Victoria, for possible inclusion in further editions of this curriculum guide.

Many of these resources are available on loan from college and institute Counselling or Career Resource Centres, and the Provincial Post-Secondary Resource Centre. In addition, many of the materials may be purchased from either the Guidance Centre or the University and College Placement Association.

Adler, Ronald B., and Neil Towne. Looking Out/Looking In. 3rd ed. Toronto: Holt Rinehart, & Winston, 1981. (Interpersonal communications skills text for college students.)

Anisef, Paul, and Etta Baichman. What Jobs Pay: A Complete Guide to Careers and Salaries in Canada. Edmonton, Alberta: Hurtig, 1984. (Comprehensive guide to starting level, working, and top level wages for over 500 occupations.)

Armstrong, Pat, and Hugh Armstrong. A Working Majority: What Women Must Do For Pay. Ottawa: Canadian Advisory Council on the Status of Women, 1983.

Arzin, Nathan A., and Victoria A. Besalel. Job Club Counselor's Manual: A Behavioral Approach to Vocational Counseling. Baltimore: University Park Press, 1980. (Detailed outline of how to set up and run a job club.)

Ayers, David W., and others. *The Job Kit: Self Study Program*. Vancouver: Hewett, Ayers, and Beshara Productions, 1984. (Two workbooks and two audio cassettes for adults. Covers stress and money management for the unemployed, resumes, locating job openings, interviewing.)

Bach, George R., and Peter Wyden. *The Intimate Enemy*. New York: William Morrow, 1969.

Billingsley, Edmond. *Career Planning & Job Hunting for Today's Student: The NonJob Interview Approach*. Santa Monica, Calif.: Goodyear Publishing, 1978. (Self assessment and marketing strategies. Focuses on young adults, college level.)

Bloom, Lynn Z., and others. *The New Assertive Woman*. New York: Dell, 1975.

Bolles, Richard N. *The Three Boxes of Life And How To Get Out Of Them*. Berkeley, Calif.: Ten Speed Press, 1978. (Introduction to concept of life/work planning. Good section on skills identification. Many exercises.)

Bolles, Richard N. *What Colour Is Your Parachute?* 1984 revised and enlarged ed. Berkeley, Calif.: Ten Speed Press, 1984. (Highly regarded book that presents an alternative to traditional job hunting methods for the re-entry worker.)

Borchard, David C., and others. *Your Career: Choices, Chances, Changes*. Edited by Mary Multer Greene. Toronto: Kendall/Hunt, 1980. (Workbook format. Includes sections on doing field surveys and decision making.)

Boston Women's Health Collective. *Our Bodies, Ourselves: A Book By and For Women*. 2nd ed. New York: Simon & Schuster, 1976.

Bower, Sharon Anthony, and Gordon H. Bower. *Asserting Yourself: A Practical Guide for Positive Change*. Reading, Mass.: Addison-Wesley, 1976. (Step-by-step program to improve self-esteem, manage stress, look and feel assertive, develop social skills.)

Cammack, Victoria. *Assertiveness Training for the Mentally Handicapped*. Sponsored by Continuing Education School District 42 Maple Ridge and Community Programs & Services, Douglas College. Victoria, B.C.: B.C. Ministry of Education, Continuing Education Division, 1983.

Cammaert, Lorna P., and Carolyn C. Larsen. *A Woman's Choice: A Guide to Decision Making*. Champaign, Illinois: Research Press, 1979. (Workbook format. Suitable for all women.)

Campbell, David P. *If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else*. Niles, Illinois: Argus, 1974. (Self-assessment, goal-setting. Easy to read.)

Canadian Classification & Dictionary of Occupations, Volume 1, 1971 and *Revision Booklets (1978-80)* and *CCDO Guide, 4th ed. (1982)*. Ottawa: Employment & Immigration Canada, 1971-82. (Available in college and institute career resource centres and Canada Employment Centres.)

Careers British Columbia 1980 Volumes 1,2,3,4. Ottawa: Occupational and Career Analysis and Development, Employment and Immigration Canada, 1980. (A series of fact sheets providing precise data about specific occupations. Available in colleges and institutes and Canada Employment Centres.)

Careers Canada. Ottawa: Occupational and Career Analysis and Development, Employment & Immigration Canada, 1975-81. (A series of 34 booklets containing general career information on occupational families. Available in colleges, institutes, and Canada Employment Centres.)

Clague, Michael. *An Adult Educator's Resource Kit for Tough Economic Times*. Victoria, B.C.: Continuing Education Division, Ministry of Education, 1983. (Excellent guide to resource materials.)

Communication Research Associates. *Communicate! A Workbook for Interpersonal Communication*. 2nd ed. Dubuque, Iowa: Kendall/Hunt, 1978. (Useful collection of lesson ideas and exercises.)

A Consumer Education Kit. Victoria, B.C.: Consumer Education Division, Ministry of Consumer and Corporate Affairs, 198?. (Fact sheets and teacher's guide.)

Consumer Education 9/10: Media Resources. Interim Edition. Victoria, B.C.: B.C. Ministry of Education, 1982.

Consumer Education 9/10: Teacher Resource Manual: Volumes 1 & 2. Victoria, B.C.: B.C. Ministry of Education and Ministry of Consumer and Corporate Affairs, 1982. (Good, detailed activities and resources.)

Consumer Education 12 Curriculum Guide 1983. Victoria, B.C.: B.C. Ministry of Education, Curriculum Development Branch, 1983. (Units on financial management, rights and responsibilities, employment.)

Cosgrave, Gerald. Career Planning 1 : Let's Think About You. Toronto: Guidance Centre, 1977. (Booklet form. Short, thorough. Secondary school level.)

Cosgrave, Gerald. Career Planning 2: Set Your Course. Toronto: Guidance Centre, 1977.

Creating A Career : Career Planning and Job Search Workbook and Instructor's Manual. Prince Albert, Sask.: Training Research and Development Station, Manpower & Immigration, 1974. (Detailed, flexible curriculum.)

Curtis, Jean. Working Mothers. New York: Doubleday, 1976. (Views of various family members. Sensible suggestions for equalizing family tasks.)

Davis, Martha, and others. The Relaxation & Stress Reduction Workbook. 2nd ed. Oakland, Calif.: New Harbinger, 1982. (Easy to read. Covers many techniques, e.g. self-hypnosis, time management, refuting irrational ideas, progressive relaxation, etc.)

Delparte, Linda, and others. An Alternative Route: Towards Adult Education for the Mentally Handicapped. Vancouver, B.C.: Vancouver Community College, Continuing Education, 1979. (A curriculum outline.)

Discovering Life Skills With Women. Volumes 1,2,3. Toronto: YWCA of Metropolitan Toronto, 1976, 1980, 1983. (Dozens of life skills exercises and strategies to manage personal affairs.)

Djeddah, Eli. Moving Up. revised ed. Berkeley, Calif.: Ten Speed Press, 1978. (Job relocation and job advancement program. Self marketing.)

Dreikers, Rudolf, with Vicki Solte. Children: The Challenge. New York: Hawthorne Books, 1964.

Eat Better, Live Better. Reader's Digest Editors. New York: Random House, 1982. (Basic book on nutrition, food buying and storage, recipes, meal planning, basic diets.)

Employment Readiness & Living Skills Curriculum Guide & Resource Manual. Saskatchewan: Saskatchewan Continuing Education, Adult Basic Education, 1982. (Resource manual contains dozens of useful exercises and handouts geared to ABE classes.)

English as a Second Language for Adults: English for Work. Victoria, B.C.: B.C. Ministry of Education, 1982.

Figler, Howard. *The Complete Job-Search Handbook*. New York: Holt, Rinehart, & Winston, 1979. (Practical suggestions for all levels of job responsibility and all stages of career development.)

FIT-KIT. Developed by Fitness and Amateur Sport Canada. (Instructions for Canadian Home Fitness Test.)

Foord, Janis. *Career Coach*. Vancouver, B.C.: The Sun, 198?. (Easy to read, basic workbook. Self assessment, grooming, goal setting, job hunting, job performance.)

Ford, George A., and Gordon P. Lippitt. *Planning Your Future: A Workbook for Personal Goal Setting*. La Jolla, Calif.: University Associates, 1972. (Exercises. Written for adults, considers family needs.)

Forman, Norm. *The Therapy Kit: A Consumer's Guide to Counselling and Psychotherapy*. Toronto: no publisher, no year. (Author's address: 400 Dupont Street., Toronto, M5R 1V9) (Brief and practical booklet.)

Gelatt, H.B., and others. *Decisions and Outcomes*. New York: College Entrance Examination Board, 1973.

Gelatt, H.B., and others. *Decisions and Outcomes: A Leader's Guide*. New York: College Entrance Examination Board, 1973. (Workbook and suggested class activities for secondary school students and adults.)

Guide to Federal Sources of Financial Aid for Canadian Post Secondary Students. Ottawa: Student Assistance Directorate, Directory of the Secretary of State, 1984.

Hearn, Joan. More Life Skills. Ottawa: Advanced Development Division, Occupational & Career Analysis & Development Branch, Employment & Immigration Canada, 1983. (31 lesson plans to teach adults communication skills, critical thinking, and self-management.)

Holland Codes for C.C.D.O. Ottawa: Occupational and Career Analysis and Development, Employment and Immigration Canada, 198?. (Assigns Holland codes for all occupations in C.C.D.O.)

Irish, Richard K. Go Hire Yourself an Employer. Revised and expanded ed. Garden City, N.Y.: Anchor, 1978. (How to discover the hidden job market and market yourself.)

Jackson, Tom. 28 Days To A Better Job. New York: Hawthorn Books, 1977. (Easy-to-follow, action-oriented approach.)

James, Muriel, and Dorothy Jongeward. Born to Win. Don Mills, Ont.: Addison-Wesley, 1971. (Ways to increase self-awareness and self-esteem and improve relationships.)

Kirsch, Sharon. Unemployment: Its Impact on Body & Soul. no city: Canadian Mental Health Association, 1983.

Krantzler, Mel. Creative Divorce. New York: Signet Books, 1974. (Suggestions for getting on with life.)

Lakein, Alan. How To Get Control of Your Time and Your Life. New York: New American Library, 1974.

Lange, Arthur J., and Patricia Jakubowski. Responsible Assertive Behaviour. Champaign, Ill.: Research Press, 1976. (A trainer's guide for assertiveness skills groups.)

Lathrop, Richard. Who's Hiring Who. New revised 3rd ed. Berkeley, Calif.: Ten Speed Press, 1977. (Non-traditional job hunting techniques and the hidden job market.)

Lazarus, Arnold, and Allen Fay. I Can If I Want To. New York: William Morrow, 1975. (Basic self-help book for personal problem solving.)

Lewis, Adele. How To Write Better Resumes. Revised ed. Woodbury, N.Y.: Barron's Educational Series, 1983. (Over 100 model resumes for new and experienced workers.)

Loughary, John W., and Theresa M. Ripley. Career and Life Planning Guide. Chicago: Pollett, 1976. (Workbook format. Practical ideas for overcoming problems and making common-sense decisions about work.)

The Measure of Fitness. Developed by Participaction. (Fitness information and assessment kit.)

Making the Most of Your Money: Consumer Education Materials for Use With Northern Native People. Edmonton: Alberta Consumer and Corporate Affairs, Consumer Education and Information, 1984. (Suitable for ABE, non-natives and natives. Covers budgeting, banking, food shopping.)

Menzies, Heather. Computers On The Job: Surviving Canada's Microcomputer Revolution. Toronto: James Lorimer & Co., 1982.

Methods & Materials For Teaching Occupational Survival Skills. Springfield, Ill.: Illinois State Board of Education, Dept. of Adult, Vocational & Technical Education, 1978. (Good resources and lesson plans to develop job-keeping skills.)

Mills, Arthur F. Counsellor's Manual for the Job Finding Club. Ottawa: Advanced Development Division, Occupational & Career Analysis and Development Branch, Canada Employment & Immigration Commission, 1982. (Detailed instructions and hand-outs suitable for all adults. Emphasizes networking, making contacts, "cold" calls.)

Mitchell, Marcia. English for Millworkers: English as a Second Language for Sawmill Employees. Quesnel, B.C.: Continuing Education Quesnel School District, 1983. (Seven units covering on-the-job issues for new workers.)

The Moving On Series 1983 - Workbooks & Counsellor's Manuals. Ottawa: Occupational & Career Analysis and Development Branch, Canada Employment and Immigration Commission, 1983. (Modules suitable for group or individual use. Grade 8 reading level. Includes: Moving On To A Career, Moving On To A Job, Moving On by Staying On.)

Moving Out. Edmonton: Alberta Consumer and Corporate Affairs, Consumer Education and Information, 1983. (Magazine and Instructor's Guide for use with young adults. Topics include money, credit, resources, housing, transportation, lifestyle.)

Patterson, Gerald R. Families: Applications of Social Learning to Family Life. Revised. Champaign, Ill.: Research Press, 1975. (A behavioural approach to managing family conflicts.)

Pfeiffer, J. William, and John F. Jones, Editors. The Annual Handbook for Group Facilitators. LaJolla, Calif.: University Associates, 1972-83. (Annual handbooks contain literally hundreds of invaluable activities, many related to communication skills.)

Pinton, Rae, and Irene Strong. Let's Get On With the Job: A Job Search Manual for the ESL Classroom. Vancouver B.C.: Vancouver Community College, 1984.

PLACE: Guided Steps to Employment Readiness. Ottawa: Occupational and Career Analysis and Development, Employment and Immigration Canada, 1980. (Good series of Workbooks, Sourcebooks, Instructor's Manual. Suitable for individual or group use.)

Planning Your Future. Victoria, B.C.: B.C. Ministry of Education, 1978. (Workbook of projects and assignments. Originally designed as a distance education course.)

Post Secondary Education in British Columbia. Victoria, B.C.: Ministry of Education, Post Secondary Department, 1984. (A directory of B.C. programs.)

Prep 001: Planning Your Future. 3rd edition. Richmond, B.C.: Open Learning Institute, 1983. (Distance education course on career planning.)

Renner, Peter Franz. The Instructor's Survival Kit: A Practical Handbook of 60 Strategies for Classroom Learning. Vancouver: Training Associates, 1978. (Techniques and classroom strategies for teaching adults.)

Sathre, Freda S., and others. *Let's Talk: An Introduction to Interpersonal Communication*. 2nd ed. Glenview, Ill.: Scott, Foresman & Co., 1977. (Basic text for college students.)

Satir, Virginia. *Peoplemaking*. Palo Alto, Calif.: Science & Behaviour Books, 1972. (Self-worth and communication within families.)

Scholz, Nelle T., and others. *How To Decide: A Guide for Women*. New York: College Entrance Examination Board, 1975. (Good workbook.)

Sexual Harassment in the Workplace: A Discussion Paper. Vancouver: B.C. Federation of Labour Women's Rights Committee & The Vancouver Women's Research Centre, 1980. (What harassment is and what to do about it.)

Sheehy, Gail. *Passages: Predictable Crises of Adult Life*. Toronto: Bantam, 1976.

Sheehy, Gail. *Pathfinders*. Toronto: Bantam, 1981. (Managing the stages and crises of adulthood successfully.)

Simon, Sidney B. *Meeting Yourself Halfway: 31 Value Clarification Strategies for Daily Living*. Niles, Ill.: Argus, 1974. (Classroom activities.)

Skills for Living: A Developmental Approach to Life Skills Programming in the Correctional Service of Canada. n.p.: Education, Training & Employment, Correctional Service of Canada, Pacific Region, 1984. (Complete course in modules with student and instructor workbooks.)

Smith, Manuel J. *When I Say No, I Feel Guilty*. New York: Bantam Books, 1975.

Spectrum Series. Toronto: Guidance Centre, 1984. (An annual series of handbooks - Western, Ontario, Quebec, Atlantic-listing entrance requirements for post secondary education and training.)

Stanat, Kirby W., and Patrick Reardon. *Job Hunting Secrets and Tactics*. Piscataway, N.J.: New Century, 1977. (Tips from personnel recruiters.)

Stone, Janet, and Jane Bachner. *Speaking Up: A Book for Every Woman Who Wants to Speak Effectively*. Toronto: McGraw-Hill, 1977.

Stress. Blue Print for Health Series. Volume XXV. No. 1. Chicago: Blue Cross Association, 1974. (Pamphlet.)

Smith, Sondra Marshall, and J. Anne White. *New Pathways: An Employment Orientation Course for Immigrant Women*. Burnaby, B.C.: School District No. 41 Burnaby and B.C. Ministry of Education, 1982.

Sweet, Donald H. *Job Hunter's Manual*. Reading, Mass.: Addison-Wesley, 1975. (Comprehensive job hunting guide.)

Terkel, Studs. *Working*. New York: Avon, 1982. (Collection of interviews of people in a wide variety of work situations.)

Thom, Brian. *Applying Effectively: A Five Part Guide for Job Hunters*. Chilliwack, B.C.: Fraser Valley College, 1982. (Workbook for ABE students.)

Tools For Change: A Curriculum About Women and Work. New Westminster, B.C.: Douglas College, Community Programs and Services, 1982. (Good resource book.)

Turnbull, Andy. *Another Way*. Ottawa: Deneau, 1980. (Collection of interviews of people who have started at-home businesses.)

Wilson, Stephanie. *Getting Organized: The Easy Way To Put Your Life In Order*. New York: Warner Books, 1978. (Time and space organization tips for women.)

Women's Access Resource Manual. 1983 Edition. Collected and compiled by Gail Thompson. New Westminster, B.C.: Douglas College, 1983. (Resources for re-entry women.)

The Women's Self-Help Educational Kit. Compiled by the Women's Self-Help Network. Courtenay, B.C.: North Island Women's Services, 1984. (A two volume handbook and training manual.)

Youth Can Do. *The Vancouver Source: A Reference Handbook for Young Adults*. Vancouver, B.C.: Society for Children and Youth, 1984.

INSTRUCTIONAL RESOURCES: AUDIOVISUAL

The following is a selected list of audiovisual resources to support Employment Preparation courses. Titles, sources, film length and brief annotations are listed alphabetically. These resources can be booked through Media Reservations personnel in colleges and institutes.

These and many other A/V resources are available through:

ACCESS	Access Media Resource Centre Health Sciences Centre 3350 Hospital Drive, N.W. Calgary, Alberta T2N 4N1 (403) 283-8241
CEIC	Canada Employment and Immigration Commission Employment Services Division P.O. Box 11145, Royal Centre, 9th Floor 1055 West Georgia Vancouver, B.C. V6E 2P8 666-6642
FVC	Fraser Valley College 33844 King Road, R.R. #2 Abbotsford, B.C. V2S 5E4 853-7441
MEC	Media Exchange Cooperative - A Consortium of post-secondary institutions distributing a wide variety of film material.
NFB	National Film Board of Canada - Offices in Vancouver, Prince George, and Victoria.
PEMC	Provincial Educational Media Centre.

Knowledge Network of the West (KNOW) presents a number of useful programs, e.g. Voyage, Bits and Bytes, Start a Business, Money Management, etc.

About Computers PEMC Colour 29 mins.
Examines how computers work, shows applications for consumers, and explores the future potential of "intelligent" machines.

Advertising PEMC Colour Kit of 4, 20-30 mins.
Each kit includes booklet of background information to provide basis for discussion of advertising, patterns of consumption, & social values.

The Advertising & Nutrition Kit PEMC Colour Series of 4, 20-30 mins. each. Examines food advertising, the Four Food Groups, food processing and additives, sensible food shopping, & exercise. Teacher's guide included.

And What of the Future? PEMC Colour 40 mins.
Raises questions about the effects of micro-electronics on jobs and lifestyles in the next decade.

Are You an Entrepreneur? PEMC Colour 18 mins.
Explores three qustions: What is an entrepreneur? What is an entrepreneur's role in starting a business? What are the personal qualities usually found in successful entrepreneurs?

Attention: Women at Work! NFB Colour 29 mins.
Documentary about women in non-traditional jobs and discussion among teenage girls about career choice.

Breaking Through NFB & CEIC Colour 27 mins.
Encourages girls & women to consider working in the trades.

Clear Thinking: How to Improve Your Reasoning Skills FVC Colour. Slide sound production for high schools. How to improve thinking skills and avoid common mistakes in reasoning. Teacher's guide included.

Communication Skills: Learning to Listen & Express Yourself FVC Colour. Slide sound production for high schools. Instruction in communication skills to become more effective listeners. Teacher's guide included.

Complete Consumer PEMC Colour Series of 8, 15 mins. each. Canadian content, concise explanations, and short, effective dramatizations of consumer problems.

Doing Your Eight CEIC Colour 20 mins.
Explains why people work, what work is all about, and how we all benefit from work.

Effective Thinking: Ways of Problem Solving FVC Colour
Slide sound production for high schools. Presents a basic problem solving process that can be used by individuals and groups. Teacher's guide included.

An Equal Opportunity NFB Colour 13 mins.
Stimulates discussion on the subject of equal opportunities for women in the workplace and the role of unions in securing those opportunities.

Feelin' Great NFB Colour 22 mins.
Explains why the human body needs exercise, discusses types of exercise and suggestions for making such activities part of daily life.

The Food Show: Parts I and II PEMC Colour 24 mins. each
Explores myths and realities of fast foods, nutritional content of foods, tips on buying and storing foods. Produced by Consumer Reports.

Getting A Job CEIC Colour 30 mins.
Covers the job search process, from identifying skills to handling interviews.

Home Feeling: Struggle for a Community NFB . Colour 58 mins. Explores an inner city community in Toronto by focussing on several residents and their relationships with police and social service agencies. Contrary to its popular image, the community is working toward a more positive future.

The Housewife NFB Colour 7 mins.
A study, in film animation, of a day in the life of a housewife. A starting point for discussing the role of women and the value of their work.

Interview: Ready or Not? PEMC Colour 24 mins.
Preparing for job interviews. A professional interviewer works with young people to uncover ways to succeed and discover personal strengths.

It's Not Enough NFB & CEIC Colour 16 mins.
Considering the kind of jobs available to them, most women work because they must. However, there are other reasons.

Job Skills ACCESS Colour Series of 8
Geared to unemployed or underemployed adults. Vignettes presented to studio audience, a Life Skills class. Leader's manual available. Titles include: Why Work?, Self Assessment, Searching for Employment, Job Interviews, Employer/Employee Relations, Working With People, Living With Work, Moving On.

Just-A-Minute NFB Colour 13 mins.
Canadian women use one-minute film clips to express problems or highlight attitudes encountered at home and at work.

Just For Me NFB Colour 27 mins.
Documents three women's experiences with fitness and sport. Support material available.

Keep Reaching: The Power of High Expectation PEMC Colour 30 mins. A story about a man who has "people problems" at work and at home. Through the help of others, he learns how to overcome these problems.

Killing Us Softly: Advertising's Image of Women NFB, PEMC, CEIC, Colour 28 mins. Stimulates discussion about stereotyping and the power of advertising to shape attitudes and behaviour.

The Lady From Grey County NFB & PEMC Colour 26 mins.
An historical document showing the wit, courage, and honesty of Canada's first woman MP, Agnes MacPhail.

Laurette NFB Black and White 20 mins.
Portrays a young separated mother facing her fears.

Lifelines: A Career Profile Study PEMC Colour 30 mins.
Examines the career histories of three men.

Listening: The Problem Solver PEMC Colour 20 mins..
Examines bad listening habits and how to control them. Presents three types of listening.

A Literate Society PEMC Colour 30 mins.
Discusses the importance of computer literacy and defines data processing.

Luckily I Need Little Sleep NFB & CEIC Colour 8 mins.
Kathy works as a nurse, sews for the children, maintains the house, and helps with the farm work.

Making a Decision Is... PEMC Colour 19 mins.
Examines decision-making skills.

Making Decisions CEIC Colour 20 mins.
Looks at employer and employee decisions on the job. Designed for entry level employees.

Many Hear - Some Listen PEMC Colour 12 mins.
Examines a variety of ineffective listening styles.

Maria NFB Black and White 47 mins.
Against the wishes of her family, a young factory worker starts unionizing her fellow employees.

The Money Marketplace PEMC Colour Kit of 4, 7-21 mins. each. Explores consumer credit and money management.

Moving Mountains NFB Colour 26 mins.
Looks at women working alongside men in an open pit coal mine in south-eastern B.C.

Now The Chips Are Down CEIC Colour 45 mins.
Effects of microchip technology on the job market.

On Our Own NFB Colour 27 mins.
Explores why so many poor adults are women--they have not been trained for wage-earning work or prepared for financial planning.

On The Move PEMC Colour 14 mins.
Examines working conditions and career paths in the hospitality/tourism industry.

Opening Doors: Keys to Career Planning CEIC Colour
Series of 9, 10-15 mins. each. Deals with basic concepts and motivational aspects of career planning and job search by examining career concerns of family members at a family reunion. Suitable for adults with at least a grade 9 vocabulary level.

Patricia's Moving Picture NFB & CEIC Colour 26 mins.
The story of a middle-aged woman trying to return to the labour force.

Perception - The Eye Within PEMC Colour 12 mins.
Explains how the messages our brains receive are filtered by our senses, feelings, philosophy, and past experiences.

Plenty Of Nothing NFB Colour 56 mins.
Explores the situation of wives who work in family-run businesses.

Pretend You're Wearing a Barrel   NFB, PEMC, CEIC   Colour   10 mins.   A 35 year old single mother on welfare becomes a welder.

A Right To Refuse?   NFB   Colour   14 mins.
Stimulates discussion about a worker's right to refuse dangerous work.

Rules of the Game   CEIC   Colour   19 mins.
Provides a positive approach to the concept of the work ethic.

Safer Than A Sock   PEMC   Colour   30 mins.
Story of a man who faces up to his inability to read and write. A booklet, 'Banking for New Adult Readers', available from ACCESS Alberta.

The Signalman   NFB   Colour   28 mins.
Explores the impact of unemployment on a young railway worker.

They Appreciate You More   NFB & CEIC   Colour   15 mins.
A conventional nuclear family copes with some of the problems of a mother working outside and inside the home. Interesting for mixed audiences.

Think Before You Eat   NFB   Colour   28 mins.
Examines eating habits.

Think Twice: The Persuasion Game   PEMC   Colour   19 mins.
Vignettes dramatize ways in which certain emotional appeals are used to persuade us.

The Time Of Your Life   PEMC   Colour   Series of 10, 60 mins. each.   Presents 21 of BCIT's diploma courses.

Twelve and a Half Cents   NFB   Colour   49 mins.
Powerful drama reflecting the frightening realities of family life in big city ghettos.

Unemployment: Voices from the Line   NFB   Colour   53 mins.
Explores the harsh realities of unemployment and its effects on the lives of individuals and their families.

Voyage   PEMC   Colour   Series of 30, 30 mins. each.
Series on self-discovery and career planning.

Where Do I Go From Here?   CEIC   Colour   21 mins.
Five realistic guidelines are presented to help employees plan for their working future. Designed for entry level employees.

The Winnings of Frankie Walls NFB Colour 55 mins.
Story of personal triumph about a middle-aged labourer who is suddenly laid off.

A Woman's Place NFB Colour 14 mins.
Stimulates discussion on the status of women in Canada.

Workers In Unions PEMC Colour 25 mins.
Examines the rights of unionized workers and the legal basis of labour relations in B.C.

Workers Without Unions PEMC Colour 18 minutes
Explains the basic employment rights of B.C.'s non-unionized employees.

The Workplace Hustle CEIC Colour 30 mins.
Ed Asner narrates a presentation on sexual harrassment in the workplace.

Yes I Can CEIC Colour 18 mins.
Presents case examples of women successfully involved in non-traditional occupations.

You Pack Your Own Chute MEC Colour 30 mins.
Vignettes show how one woman recognized and overcame unrealistic fears.

Your Job: Fitting In and Your Job: You and Your Boss
CEIC Colour 15 mins. each. Dramatized incidents and interviews with supervisors give common-sense facts about how employers and employees look at a job.

Your Move NFB Colour 23 mins.
Explores participation in all kinds of sports by women of all ages.

We Can Work It Out PEMC Colour 30 mins.
Filmed at a training session for executives to explore reactions to a power struggle. Part of Understanding Behaviour in Organizations series.

What Happens To Women In Tradesland Copy available in every B.C. college and institute. Colour. Designed for male and female audiences. An overview of working in trades and technology jobs from a woman's point of view. Deals with issues involved in women's increased participation in the workforce.

When I Say No, I Feel Guilty CEIC & MEC Colour 30 mins.
Presents assertiveness techniques.

INSTRUCTIONAL RESOURCES: TESTS AND INVENTORIES

Bolles, Richard N., and Victoria B. Zenoff. The Quick Job-Hunting Map: Beginning Version. Berkeley, Calif.: Ten Speed Press, 1977. (Self assessment of skills and job requirements.)*

CHOICES Ottawa: Canada Systems Group, 1984. (A computerized, interactive career information and exploration system. Available in many B.C. secondary schools and Canada Employment Centres.)

Holland, John L. The Self-Directed Search - Canadian Edition 1979. Toronto: Guidance Centre, 1979. (Contains self assessment booklet and Occupations Finder. Counsellor's Guide and Understanding Yourself and Your Career pamphlet also available.)*

Holland, John L. The Self-Directed Search: Form E - Canadian Edition 1983. Toronto: Guidance Centre, 1983. (A simplified form of the Self-Directed Search emphasizing jobs requiring on-the-job, apprenticeship, and community college training. Grade 4 level vocabulary.)*

Index to Canadian Occupations (ICO). Hull, Quebec: Canadian Government Publishing Centre, 1979. (Users choose job characteristics and explore occupations. Suitable for ABE. Kit and Counsellor's Guide available.)

Jackson, Douglas N. The Jackson Vocational Interest Survey (JVIS). London, Ontario: Research Psychologists Press, 1978.

Knapp, Robert R., and Lila F. Knapp. Career Occupational Preference System (COPSystem) Interest Inventory. San Diego, Calif.: EdITS, 1980. (An Inventory which relates interests to occupational clusters and to C.C.D.O. numbers. Canadian Examiner's Manual and Occupational Cluster Charts available.)*

Life Roles Inventory. Ottawa/Hull: Employment Support Services Branch, Employment & Immigration Canada, 1979. (Measures personal values and relative importance of life roles of studying, working, community services, home and family, and leisure.)

P C Directions. Victoria, B.C.: Software Research Corporation, 1984. (A computerized career exploration program. Available in many B.C. secondary schools.)

* These materials may be ordered from the Guidance Centre.

PERIODICALS

B.C. Business
Canasus Communications
#50-200 Granville Street
Vancouver, B.C.
V6C 1S4

Canadian Consumer
Consumers Association of
Canada
2660 Southvale Crescent
Level 3
Ottawa, Ontario
K1B 5C4

Career News
Economic Services Branch
B.C./Yukon Region
Employment & Immigration
Canada
P.O. Box 11145
Vancouver, B.C.
V6E 2P8

Economic Analysis of British Columbia
Economics Department
B.C. Central Credit Union
P.O. Box 2038
Vancouver, B.C.
V6B 3R9

Economic Review
Economic Services Branch
B.C./Yukon Region
Employment & Immigration
Canada
P.O. Box 11145
Vancouver, B.C.
V6E 2P8

The Futurist
World Future Society
4916 St. Elmo Avenue
Bethesda, Maryland
U.S.A. 20814

The Human Rights Commission of B.C. Newsletter
P.O. Box 10276
700 West Georgia Street
Vancouver, B.C.
V7Y 1E8

The Labour Force
Publication Sales &
Service
Statistics Canada
Ottawa, Ontario
K1A 0T6
Catalogue #71-001

Labour Market Survey
Employment Market Advisory
Service
Employment & Immigration
Canada
P.O. Box 11145
Vancouver, B.C.
V6E 2P8

Occupational Outlook Quarterly
Bureau of Labour
Statistics
U.S. Department of Labour
Washington, D.C.
U.S.A. 20212

The Westcoast Reader
Capilano College
2055 Purcell Way
North Vancouver, B.C.
V7J 3H5

Women's Programs Newsletter
B.C. Ministry of Labour
Women's Programs
12th Floor
601 West Broadway
Vancouver, B.C.
V5Z 4G9

Also useful are newspapers, local Chamber of Commerce reports, and employment bulletins available in local Canada Employment Centres.

PROFESSIONAL REFERENCES

Adapting to Abilities: A Handbook of Administrative and Instructional Adaptations for Teaching Adults with Learning Disabilities. New Westminster, B.C.: Douglas College and B.C. Ministry of Education, 1984.

Azrin, Nathan A. and Victoria A. Besalel. Job Club Counselor's Manual: A Behavioural Approach to Vocational Counselling. Baltimore: University Park Press, 1980.

Borchard, David C. "New Choices--Career Planning In A Changing World." The Futurist, August 1984, pp. 57-66.

Brundage, Donald H., and Dorothy MacKeracher. Adult Learning Principles and Their Application to Program Planning. Toronto: Ontario Institute for Studies in Education, 1980.

California Adult Student Assessment System (CASAS). San Diego: San Diego Community College, Continuing Education Center, 1984. (A comprehensive set of procedures and resources designed to enable adult educators to develop and evaluate a life skills curriculum for competency-based programs.)

David, Sara Joy. "Working Effectively With Women." Canada's Mental Health, 28 (1980): 6-9.

Dickinson, Gary. Teaching Adults: A Handbook for Instructors. Toronto: New Press, 1973.

Didsbury, Howard F., Jr. The World of Work: Careers and the Future. Bethesda, Md.: World Future Society, 1983.

Employment Counselling Materials 1984. Ottawa: Employment Support Services Branch, Employment & Immigration Canada, 1984.

Follow-Up and Follow-Through in Employment and Training Programs: An Action Planning Guidebook. Columbus, Ohio: The National Center for Research in Vocational Education, Ohio State University, 1983.

Further Education Curriculum Review and Development Unit. "A Common Core of Skills for Vocational Preparation." Industrial and Commercial Training, May 1982, pp. 159-163.

Good, Carter V., Editor. Dictionary of Education. 3rd edition. Toronto: McGraw-Hill, 1973.

Green, Howard and Don Sawyer. Native Adult Basic Education: An Instructor's Annotated Bibliography. Vancouver: Vancouver Community College, King Edward Campus, 1983.

Gronlund, N.E. Constructing Achievement Tests. Englewood Cliffs, N.J.: Prentice-Hall, 1977.

Holland, John L. Making Vocational Choices: A Theory of Careers. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

Introduction to Teaching Adults. Vancouver: UBC Centre for Continuing Education for the B.C. Ministry of Education, 1981.

Kazanos, H.C. Affective Work Competencies for Vocational Education. Info Series No. 138. Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education, Ohio State University, 1978.

Kidd, J. Roby. How Adults Learn. New York: Association Press, 1973.

Knox, Alan B. "Helping Adults to Learn." In Yearbook of Adult and Continuing Education (1978-79). Chicago: Marquis Academic Media, 1978.

Life Skills Coach Training Program T.I.P. No. 7874. Toronto: Ontario Ministry of Colleges & Universities, 1979.

Life Skills Series. Edmonton, Alberta: Life Skills Training Centre, 198?. Three titles -
- Dynamics of Life Skills Coaching,
- Life Skills Coaching Manual,
- Readings in Life Skills.

Lydiard, Joyce. Annotated Bibliography on Visual Impairment for Co-ordinators of Adult Special Education and Instructors at Community Colleges in B.C. Victoria, B.C.: Ministry of Education, Post-Secondary Division, 1984.

Methods and Materials for Teaching Occupational Survival Skills. Springfield, Illinois: Illinois State Board of Education, Department of Adult, Vocational and Technical Education, 1978.

Mullen, Dana. A Conceptual Framework for the Life Skills Program. Ottawa: Occupational and Career Analysis and Development Branch, Employment and Immigration Canada, 1982.

Native Literacy and Life Skills Curriculum Guidelines: A Resource Book for Adult Basic Education. Victoria: B.C. Ministry of Education, Post-Secondary Department, 1984.

PLACE: Guided Steps to Employment Readiness. Ottawa: Occupational and Career Analysis and Development, Employment and Immigration Canada, 1980.

Pratt, David. Curriculum: Design and Development. Toronto: Harcourt. Brace Jovanovich, 1980.

Smith, Arthur De W. Generic Skills: Keys to Job Performance. Ottawa: Occupational and Career Analysis and Development, Employment and Immigration Canada, 1978.

Smith, Paul. The Development of a Taxonomy of the Life Skills Required to Become a Balanced, Self-Determined Person. Ottawa: Employment and Immigration Canada, 1982.

Vancouver Community College. B.J.R.T. Programs Phase I: Curriculum Development, Outline of Learning Objectives. Vancouver: Vancouver Community College, 1978.

PUBLISHERS' AND RESOURCE ADDRESSES

This list includes addresses of many of the public and private agencies mentioned under the heading 'Other Resources' in individual units. Addresses of local federal, provincial, and municipal offices can be found in the Blue Pages in local telephone directories.

Addison-Wesley Canada
2025 West Broadway
Vancouver, B.C.
V6J 1Z6
P.O. Box 580
Don Mills, Ontario
M3C 2T8

Alberta Consumer & Corporate
Affairs, Consumer Education
& Information
7th Floor, Capitol Square
10065 Jasper Avenue
Edmonton, Alberta
T5J 3B1

Anchor Press
Doubleday Canada Ltd
105 Bond Street
Toronto, Ontario
M5B 1Y3

Argus
PMB Industries, Ltd.
1220 Ellesmere Road
Scarborough, Ontario
M1P 2X5

Avon Books of Canada
2061 McCowan Road
Suite 210
Scarborough, Ontario
M1S 3Y6

Bantam Books
#601 - 60 Clair Avenue E.
Toronto, Ontario
M4T 1N5

Barron's Educational Series,
Canada
125 Bermondsey Road
Toronto, Ontario
M4A 1X3

Blue Cross Association
Canada Council of Blue Cross
Plans
2025 West Broadway
Vancouver, B.C.
V6J 1Z6

Book Center, Inc.
1140 Beaulac Street
Montreal, Quebec
H4R 1R8

B.C. Dieticians & Nutritionists
Association
Suite 200
8572 Fraser Street
Vancouver, B.C. V5Z 3Y3

B.C. Ministry of Consumer &
Corporate Affairs, Information
and Education
940 Blanshard Street
Victoria, B.C.
V8W 3E6

B.C. Ministry of Education
Continuing Education Programs
Branch
Parliament Buildings
Victoria, B.C.
V8V 2M4

B.C. Ministry of Education
Publication Services Branch
878 Viewfield Road
Victoria, B.C.
V9A 4V1

B.C. Ministry of Health
Alcohol & Drug Abuse Commission
Suite 201
1755 West Broadway
Vancouver, B.C.
V6J 4S5

B.C. Ministry of Health
Alcohol & Drug Abuse Commission
Suite 201
1755 West Broadway
Vancouver, B.C.
V6J 4S5

B.C. Ministry of Labour
Employment Standards Branch
Deer Lake Centre, Room 201
4946 Canada Way
Burnaby, B.C.
V5G 4J6

B.C. Ministry of Labour
Vocational Rehabilitation
Services
2nd Floor
601 West Broadway
Vancouver, B.C.
V5Z 4G9

B.C. Ministry of Labour
Women's Programs
12th Floor
601 West Broadway
Vancouver, B.C.
V5Z 4G9

B.C. Nutrition Council
P.O. Box 35141
Station E
Vancouver, B.C. V6M 4G1

Canada Systems Group
Suite 704
90 Sparks Street
Ottawa, Ontario
K1P 5B4

Canadian Advisory Council
on the Status of Women
Western Office
18th Floor, 1055 W. Georgia
P.O. Box 11144
Vancouver, B.C.
V6E 3P3

Canadian Government
Publishing Centre
Supply & Services Canada
Hull, Quebec
K1A 0S9

Canadian Mental Health
Association
#202 - 1053 Kingsway
Vancouver, B.C.
V5V 3C7

Clarke, Irwin and Co.
Clarwin House
791 St. Clair Ave. W.
Toronto, Ontario
M6C 1B8

College Entrance Examination
Guidance Centre
Faculty of Education
University of Toronto
10 Alcorn Avenue
Toronto, Ontario
M4W 2Z8

Consumers' Association of
Canada
B.C. Branch
#103 - 163 West Hastings Street
Vancouver, B.C.
V6B 1H5

Curriculum Publications
Clearinghouse
Western Illinois University
Harrabin Hall 46
Macomb, Illinois
U.S.A. 61455

Dell Distributing
Doubleday Canada Ltd.
105 Bond Steet
Toronto, Ontario
M5B 1Y3

Deneau Publishers
281 Lisgar Street
Ottawa, Ontario
K2P 0E1

Directory of the Secretary
of State
Canadian Government Publishing
Centre
Supply and Services Canada
Hull, Quebec
K1A 0S9

Doubleday Canada Ltd.
105 Bond Street
Toronto, Ontario
M5B 1Y3

Douglas College
P.O. Box 2503
New Westminster, B.C.
V3L 5B2

Education, Training and
Employment
Correctional Service of Canada
Regional Headquarters-Pacific
P.O. Box 4500
Abbotsford, B.C.
V2T 4M8

Employment & Immigration
Canada
Employment Services Division
B.C./Yukon Territory Region
P.O. Box 11145
Vancouver, B.C.
V6E 2P8

Employment & Immigration
Canada
Employment Support Services
Branch
Place du Portage
Phase IV - 5th Floor
Ottawa/Hull
K1A 0J9

Federal Business Development Bank
B.C. Regional Office
900 W. Hastings Street
Vancouver, B.C.
V6C 1E7

FIT-KIT
P.O. Box 5100
Thornhill, Ontario
L3P 4S5

Fitness & Amateur Sport
Canada
#940 - 800 Burrard Street
Vancouver, B.C.
V6Z 2J2

Follett
Nelson Canada
1120 Birchmount Road
Scarborough, Ontario
M1K 5G4

Fraser Valley College
Continuing Education
33844 King Road, R.R. #2
Abbotsford, B.C.
V2S 5E4

Gage Publishing Limited
164 Commander Blvd.
Agincourt, Ontario
M1S 3C7

Gateway Sales
960 Gateway
Burlington, Ontario
L7L 5K7

Goodyear Publishing Co.
Santa Monica, California
U.S.A. 90401

Greater Vancouver Information
& Referral Service
#105 - 1956 West Broadway
Vancouver, B.C.
V6J 1Z2

Guidance Centre
Faculty of Education
University of Toronto
10 Alcorn Avenue
Toronto, Ontario
M4W 2Z8

Hawthorne Books
Clarke, Irwin and Co.
Clarwin House
791 St. Clair Avenue. W.
Toronto, Ontario
M6C 1B8

Hewett, Ayers & Beshara
Productions
P.O. Box 2016
349 West Georgia
Vancouver, B.C.
V6B 3P8

Holt, Rinehart & Winston
55 Horner Avenue
Toronto, Ontario
M8Z 4X6

Hurtig Publishers Ltd.
10560 - 105 Street
Edmonton, Alberta
T5N 2W7

Illinois State Board of
Education
Curriculum Publications
Clearinghouse
Western Illinois University
Harrabin Hall 46
Macomb, Illinois
USA 61455

James Lorimer and Company
Clarke, Irwin and Co.
Clarwin House
791 St. Clair Avenue. W.
Toronto, Ontario
M6C 1B8

Kendall/Hunt
2460 Kerper Blvd.
Dubuque, Iowa
U.S.A. 52001

Legal Services Society
555 West Hastings Street
Vancouver, B.C.
V6B 4N6

Life Skills Training Centre
#203 - 11751 95th Street
Edmonton, Alberta
T5G 1M1

McAinsh and Co. Ltd.
730 West Broadway
Vancouver, B.C.
V5Z 1G8

McGraw-Hill Ryerson
330 Progress Avenue
Scarborough, Ontario
M1P 2Z5

Musson Book Company
30 Lesmill Road
Don Mills, Ontario
M3B 2T6

Nelson Canada
1120 Birchmount Road
Scarborough, Ontario
M1K 5G4

New American Library of
Canada
81 Mack Avenue
Scarborough, Ontario
M1L 1M8

New Century
Gateway Sales
960 Gateway
Burlington, Ontario
L7L 5K7

New Harbinger
624 43rd Street
Richmond, California
94805

Ontario Institute for Studies
in Education
252 Bloor Street West
Toronto, Ontario
M5S 1V6

PMB Industries, Ltd.
1220 Ellesmere Road
Scarborough, Ontario
M1P 2X5

Participaction
#805 - 80 Richmond Street W.
Toronto, Ontario
M5H 2A4

People's Law School
3466 West Broadway
Vancouver, B.C.
V6R 2B3

Planned Parenthood Foundation
of Canada
#200 - 151 Slater Street
Ottawa, Ontario
K1P 5E3

Random House of Canada
1265 Aerowood Drive
Mississauga, Ontario
L4W 1B9

Research Press
1610D Provencher Blvd.
Brossard, Quebec
J4W 2T9

San Diego Community College
District
California Adult Student
Assessment System
3249 Fordham Street
San Diego, California
U.S.A. 92110

S.A.R.A. Society
Sexual Assault Recovery
Anonymous
P.O. Box 16
Surrey, B.C.
V3T 4W3

Saskatchewan Continuing
Education
Department of Advanced
Education and Manpower
1855 Victoria Avenue
Regina, Saskatchewan
S4P 3V5

Science & Behavior Books
Book Center, Inc.
1140 Beaulac Street
Montreal, Quebec
H4R 1R8

Scott, Foresman and Company
Gage Publishing Limited
164 Commander Blvd.
Agincourt, Ontario
M1S 3C7

Signet Books
New American Library of
Canada
81 Mack Avenue
Scarborough, Ontario
M1L 1M8

Simon & Schuster
Musson Book Company
30 Lesmill Road
Don Mills, Ontario
M3B 2T6

Social Planning and Review
Council of B.C. (SPARC)
#109 - 2182 West 12th Avenue
Vancouver, B.C.
V6K 2N4

Society for Canadian Women in
Science & Technology (SCWIST)
P.O. Box 2184
Vancouver, B.C.
V6B 3V7

Society for Children & Youth
Vancouver Magazine Services
2500 Vauxhall Place
Richmond, B.C.
V6V 1Y8

Software Research Corporation
3939 Quadra Street
Victoria, B.C.
V8X 1J5

St. John Ambulance
6111 Cambie
Vancouver, B.C.
V5Z 3B2

The Sun
Edith Adams Cottage
2250 Granville Street
Vancouver, B.C.
V6H 3G2

Ten Speed Press
Book Center, Inc.
1140 Beaulac Street
Montreal, Quebec
H4R 1R8

Training Associates Ltd.
3364 West First Avenue
Vancouver, B.C.
V6R 1G4

Unemployment Action Program/
Centres
B.C. Federation of Labour
3110 Boundary Road
Burnaby, B.C.
V5M 4A2

University Associates of
Canada
P.O. Box 203, Station M
Toronto, Ontario
M6S 9Z9

University & College Placement
Association
10th Floor
43 Eglinton Avenue East
Toronto, Ontario
M4P 1A2

University Park Press
McAinsh & Co. Ltd.
730 West Broadway
Vancouver, B.C.
V5Z 1M1

Vancouver Community College
Continuing Education
P.O. Box 24785, Station C
Vancouver, B.C.
V5T 4N3

Vancouver Status of Women
400A West 5th Avenue
Vancouver, B.C.
V5Y 1J8

Vancouver Women In Trades
Association
400A West 5th Avenue
Vancouver, B.C.
V5Y 1J8

Vancouver Women's Research Centre
#301 - 2515 Burrard Street
Vancouver, B.C.
V6J 3J6

Warner Books
Random House of Canada
1265 Aerowood Drive
Mississauga, Ontario
L4W 1B9

William Morrow
Gage Publishing Ltd.
164 Commander Blvd.
Agincourt, Ontario
M1S 3C7

Women's Bureau
Canadian Labour Congress
4925 Canada Way
Burnaby, B.C.

Women In Trades Kootenay
Council
P.O. Box 3615
Castlegar, B.C.
V1N 3W3

Workers' Compensation Board
Information Services
6951 Westminster Highway
Richmond, B.C.
V7C 1C6